Baker County Public Schools

Sherrie Raulerson, Superintendent of Schools

270 South Boulevard East, Macclenny, Florida 32063

Telephone: (904) 259-6251 www.bakerk12.org Fax: (904) 259-1387

"The vision of the Baker County School Board is to prepare individuals to be lifelong learners, self-sufficient and responsible citizens of good character."

AGENDA SCHOOL BOARD WORK SESSION (Open to the Public) Monday, November 7, 2022 – 4:00 p.m. District School Board Room (270 South Boulevard East, Macclenny, Florida)
SUPPLEMENTAL MINUTE BOOK #51 PAGE #9
➢ 2023-2024 School Calendar Options (Facilitated by Robin Mobley, Associate Superintendent of Human Resources)

AGENDA EXPULSION HEARING (Closed to the Public) Monday, November 7, 2022 – 4:15 p.m. District School Board Room (270 South Boulevard East, Macclenny, Florida)				
SUPPLEMENTAL MINUTE BOOK #51 PAGE #9				
DATE	**TIME**	**TYPE**	**CASE #**	**SCHOOL**
11/7/2022	4:15 P.M.	EXPULSION HEARING	110720224150062	BAKER COUNTY HIGH SCHOOL

AGENDA SCHOOL BOARD MEETING (Open to the Public) Monday, November 7, 2022 - 5:00 p.m. District School Board Room (270 South Boulevard East, Macclenny, Florida)	
SUPPLEMENTAL MINUTE BOOK #51 PAGE #9	
I.	A. Invocation B. Pledge of Allegiance
II.	CALL TO ORDER – 5:00 P.M.
III.	ROLL CALL OF MEMBERS
IV.	PUBLIC HEARINGS – 5:05 P.M. (if any)

"Preparing individuals to be lifelong learners, self-sufficient, and responsible citizens of good character"

DISTRICT SCHOOL BOARD MEMBERS

Tiffany McInarnay, District 1 Richard Dean Griffis, District 2 Paula T. Barton, District 3 Charlie M. Burnett, III, District 4 Amanda Hodges, District 5

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

V.	**RECOGNITIONS / PRESENTATIONS**			
	➢ **Recognize Retiree Aaron Crews** **(Hire Date: February 16, 1993 ; Retire Date: October 31, 2022)**			
	➢ **Recognize Retiree Karen Harrison** **(Hire Date: August 19, 2011 ; Retire Date: September 2, 2022)**			
	➢ **Recognize Retiree Richard "Dean" Griffis** **(Hire Date: November 19, 2002 ; Retire Date: November 21, 2022)**			
	➢ **Recognize Retiree Charlie M. Burnett III** **(Hire Date: November 16, 2010 ; Retire Date: November 21, 2022)**			
	➢ **Recognize Attorney John W. Caven Jr.**			
	➢ **Presentation / Briefing by Baker County High School JROTC Cadets**			
	➢ **Recognize Keller Intermediate School Vocabulary Parade Winners**			
VI.	**APPROVAL TO CORRECT AND/OR ADD ITEMS TO THE FINAL AGENDA**			
VII.	**REMOVAL OF ROUTINE ITEMS**			
VIII.	**APPROVAL OF ITEMS FOR ACTION**			
	A.	**Approval of Routine Items**		**CONTACT**
	A.	**1.**	**Approval of the Personnel Items List for Approval on November 7, 2022.**	Sherrie Raulerson (259-0401)
	A.	**2.**	**Approval of the Minutes of the October 17, 2022, Expulsion Hearings and School Board Meeting.**	Sherrie Raulerson (259-0401)
	A.	**3.**	**Approval of the Grant Proposal for "Intensive Afterschool and Weekend Academies" in the Amount of $419,474.00. New / Entitlement / Federal / No Matching**	Traci Wheeler (259-6776)
	A.	**4.**	**Approval of the Grant Proposal for "Targeted Mathematics Grants and STEM Experiential Activities" in the Amount of $257,233.00. New / Entitlement / Federal / No Matching**	Traci Wheeler (259-6776)
	A.	**5.**	**Approval of the July 2022 District Property Inventory.**	Denny Wells (259-5420)
	A.	**6.**	**Approval of the August 2022 District Property Inventory.**	Denny Wells (259-5420)
	A.	**7.**	**Approval of the September 2022 District Property Inventory.**	Denny Wells (259-5420)
	A.	**8.**	**Approval of the Financial Reports for the Month Ending September 30, 2022.**	Teri Ambrose (259-0418)
	A.	**9.**	**Approval to Amend the Previously Approved Agreement with ProCare Therapy to Provide an Additional Board Certified Behavior Analyst Effective October 19, 2022 - May 26, 2023. Funding Source: 2022-2023 ARP**	Michael Green (259-0444)

	B.		**Approval of Removed Routine Items.**	N/A
	C.		**Approval of the Auditor General's Attestation Examination for the Florida Education Finance Program Full-Time Equivalent Enrollment and Student Transportation for Fiscal Year Ending June 30, 2021.**	Teri Ambrose (259-0418)
	D.		**Approval of the 2022-2023 Adolescent Health Program Sexual Risk Avoidance Grant Real Essentials Curriculum.**	Allen Murphy (259-0429)
IX.	**CITIZEN INPUT** *(A Citizen Input form must be completed and submitted to the Board Secretary PRIOR to the beginning of the meeting if you wish to address the Board. You will be called on by the Chairman at the appropriate time. Presentations/comments are limited to ten (10) minutes.)*			
X.	**INFORMATION AND ANNOUNCEMENTS**			
XI.	**ADJOURN**			

NOTICE

Any person who desires to appeal any decision made by the School Board with respect to any matter considered at the above mentioned meeting will need a record of the proceedings, and for such purpose may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which an appeal may be based.

PERSONNEL ITEMS LIST FOR APPROVAL ON NOVEMBER 7, 2022

RESIGNATION LIST FOR APPROVAL ON NOVEMBER 7, 2022

LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Allen	Joshua			Specialist / Manager Psychologist (197 Days)	Student Services	November 28, 2022
Harrell	Nathan			Paraprofessional, ESE Ages 6-21 (187 Days)	Baker County High School	October 12, 2022
Starling	Julie			Bus Driver (186 Days)	Transportation	October 26, 2022
Zavala	Bethany			Teacher, Science M/J (197 Days)	Baker County Middle School	December 20, 2022

EMPLOYMENT LIST FOR APPROVAL ON NOVEMBER 7, 2022

LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Baker	Victoria		Initial Employment / Replacing Herself	Teacher, Third Grade (197 Days)	Westside Elementary School	October 19, 2022
Boshell	Jean		Initial Employment / Replacing Jamie Crews (100% ESSER Grant Funded Through 09/30/2024)	Paraprofessional, Elementary (187 Days)	Macclenny Elementary School	October 19, 2022

EMPLOYMENT LIST FOR APPROVAL ON NOVEMBER 7, 2022						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Brownlee	Tammy		Transfer Within the Same School Site from Paraprofessional, Elementary (187 Days) Grant Funded for 2022-2023 School Year Only / Replacing Kaleigh White	Paraprofessional, Elementary (187 Days) / (100% ESSER Grant Funded Through 09/30/2024)	Keller Intermediate School	October 11, 2022
Crews	Susan		Transfer from Custodian (261 Days, 8 Hours) at Keller Intermediate School / Replacing Christina Folsom (No Vacancy / Swap)	Custodian (261 Days, 8 Hours)	Baker County Pre-K / Kindergarten Center	October 18, 2022
Folsom	Christina		Transfer from Custodian (261 Days, 8 Hours) at Baker County Pre-K / Kindergarten Center / Replacing Susan Crews (No Vacancy / Swap)	Custodian (261 Days, 8 Hours)	Keller Intermediate School	October 18, 2022
Hodges	Mary		Initial Employment / Replacing Aaron Crews Jr.	Supervisor, Auxiliary Services (261 Days)	Facilities & Maintenance	November 1, 2022
Jacobs	Austin		Transfer from Custodian (261 Days, 5.5 Hours) at Baker County Pre-K / Kindergarten Center / Replacing Raegan Mash (No Vacancy / Swap)	Custodian (261 Days, 5.5 Hours)	Baker County High School	October 24, 2022
Mash	Raegan		Transfer from Custodian (261 Days, 5.5 Hours) at Baker County High School / Replacing Austin Jacobs (No Vacancy / Swap)	Custodian (261 Days, 5.5 Hours)	Baker County Pre-K / Kindergarten Center	October 24, 2022
Morgan	Pamela		Transfer Within the Same Site from Paraprofessional, ESE Ages 3-5 (187 Days) / Replacing Sonya Norrell (No Vacancy / Swap)	Paraprofessional, Pre-K (187 Days)	Baker County Pre-K / Kindergarten Center	October 3, 2022
Norrell	Sonya		Transfer Within the Same Site from Paraprofessional, Pre-K (187 Days) / Replacing Pamela Morgan (No Vacancy / Swap)	Paraprofessional, ESE Ages 3-5 (187 Days)	Baker County Pre-K / Kindergarten Center	October 3, 2022
Rabon	Jasmin		Initial Employment / Replacing Tammy Brownlee	Paraprofessional, Elementary (187 Days) Grant Funded for 2022-2023 School Year Only	Keller Intermediate School	October 20, 2022
Tedesco	Emily		Initial Employment / Replacing Brianna Bartlett	Teacher, Fourth Grade (197 Days)	Keller Intermediate School	October 6, 2022

EMPLOYMENT LIST FOR APPROVAL ON NOVEMBER 7, 2022						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
White	Kaleigh		Transfer Within the Same Site from Paraprofessional, Elementary (187 Days) / 100% ESSER Grant Funded Through 09/30/2024 / Replacing Mackenzie Gipson	Paraprofessional, Elementary PE (187 Days)	Keller Intermediate School	October 10, 2022

EXTRA DUTY LIST FOR APPROVAL ON NOVEMBER 7, 2022						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Anderson	Megan			Gatekeeper for 2022-2023 BCMS Athletic Events	$15.00 Per Hour / As Needed / Funding Source: General	September 1, 2022 - May 30, 2023
Godwin	Patricia			UKERU Training	$15.00 Per Hour / Maximum 5.5 Hours / Funding Source: Federal	October 17, 2022
Gray	Mary			UKERU Training	$15.00 Per Hour / Maximum 5.5 Hours / Funding Source: Federal	October 17, 2022
Lovett	Jennifer			UKERU Training	$15.00 Per Hour / Maximum 5.5 Hours / Funding Source: Federal	October 17, 2022
Satterwhite	Cari			Hospital / Homebound Teacher	Regular Hourly Rate / As Needed / Funding Source: General	November 8, 2022 - May 25, 2023
Spivey	Samantha			UKERU Training	$15.00 Per Hour / Maximum 5.5 Hours / Funding Source: Federal	October 17, 2022
Tedesco	Emily			Extra Planning	Regular Hourly Rate / Maximum 18 Hours / Funding Source: Federal	October 6, 2022 - May 30, 2023
Waite	Angela			UKERU Training	$15.00 Per Hour / Maximum 5.5 Hours / Funding Source: Federal	October 17, 2022

SUPPLEMENT LIST FOR APPROVAL ON NOVEMBER 7, 2022						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Buettgen	Sara		Baker County Middle School	Paraprofessional, ESE	Board Approved Rate	2022-2023 Effective September 15, 2022
Johnson	Jill		Baker County High School	Gate Duty	Board Approved Rate	2022-2023 Effective October 18, 2022
Morgan	Pamela	Rescind Previously Approved on October 3, 2022	Rescind Baker County Pre-K / Kindergarten Center	Rescind Paraprofessional, ESE	Rescind Board Approved Rate	Rescind 2022-2023 Effective October 3, 2022

SUPPLEMENT LIST FOR APPROVAL ON NOVEMBER 7, 2022						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Norrell	Sonya		Baker County Pre-K / Kindergarten Center	Paraprofessional, ESE	Board Approved Rate	2022-2023 Effective October 3, 2022
Rogers	Mark		Baker County Middle School	Assistant Baseball Coach	Board Approved Rate	2022-2023
Smith	David	Rescind Previously Approved on August 15, 2022	Rescind Baker County High School	Rescind Gate Duty	Rescind Board Approved Rate	Rescind 2022-2023 Effective October 7, 2022
Smith	David	Rescind Previously Approved on September 6, 2022	Rescind Baker County High School	Rescind Gate Duty	Rescind Board Approved Rate	Rescind 2022-2023 Effective October 7, 2022
Smith	Michelle		Baker County High School	Gate Duty	Board Approved Rate	2022-2023 Effective October 11, 2022
Wilbanks	Kellina	Rescind Previously Approved on August 15, 2022	Rescind Keller Intermediate School	Rescind Enrichment - Journalism	Rescind Board Approved Rate	Rescind 2022-2023 Effective October 7, 2022

OCCASIONAL PERSONNEL STAFFING LIST FOR APPROVAL ON NOVEMBER 7, 2022				
LAST NAME	FIRST NAME	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Givens	Kelton	High School Girls Varsity Basketball Coach	$3,630.00 Flat Rate / Funding Source: General	November 8, 2022 - June 30, 2023
Haddad	Matthew	Rescind High School Girls Varsity Basketball Coach	Rescind $3,630.00 Flat Rate / Funding Source: General	Rescind September 7, 2022 - June 30, 2023 / Previously Approved on September 6, 2022

STIPEND LIST FOR APPROVAL ON NOVEMBER 7, 2022					
LAST NAME	FIRST NAME	MI	ASSIGNMENT	AMOUNT	EFFECTIVE
Alford	Kelly		2023 School Related Employee of the Year (Excluding the District School Related Employee of the Year)	$200.00 Flat Rate / Funding Source: General	February 6, 2023
Bennett	Foster		2023 Teacher of the Year (Excluding the District Teacher of the Year)	$200.00 Flat Rate / Funding Source: General	February 6, 2023
Lough	Marian Yvette		2023 Teacher of the Year (Excluding the District Teacher of the Year)	$200.00 Flat Rate / Funding Source: General	February 6, 2023
Odom	Jessica		2023 Teacher of the Year (Excluding the District Teacher of the Year)	$200.00 Flat Rate / Funding Source: General	February 6, 2023

STIPEND LIST FOR APPROVAL ON NOVEMBER 7, 2022					
LAST NAME	FIRST NAME	MI	ASSIGNMENT	AMOUNT	EFFECTIVE
South	Susie Marie		2023 Teacher of the Year (Excluding the District Teacher of the Year)	$200.00 Flat Rate / Funding Source: General	February 6, 2023
Spivey	Samantha		2023 School Related Employee of the Year (Excluding the District School Related Employee of the Year)	$200.00 Flat Rate / Funding Source: General	February 6, 2023
Stalvey	Amy		2023 School Related Employee of the Year (Excluding the District School Related Employee of the Year)	$200.00 Flat Rate / Funding Source: General	February 6, 2023
Starling	Brandy		2023 School Related Employee of the Year (Excluding the District School Related Employee of the Year)	$200.00 Flat Rate / Funding Source: General	February 6, 2023

LEAVE LIST FOR APPROVAL ON NOVEMBER 7, 2022					
LAST NAME	FIRST NAME	MI	# OF DAYS	TYPE OF LEAVE	EFFECTIVE DATES
Carlton	Monica		Rescind 3 Days	Rescind Personal Leave Without Pay - Medical	Rescind October 18, 2022 - October 20, 2022
Gaines	Rebecka		132 Days	Personal Leave Without Pay - Personal	November 1, 2022 - May 30, 2023
Hodges	Alvin		1 Day	Illness in the Line of Duty	October 12, 2022
Lauramore	Deborah		14 Days	Personal Leave Without Pay - Medical	October 10, 2022 - October 28, 2022
Lee	Michelle		10 Days	Personal Leave Without Pay - Medical	September 29, 2022 - October 12, 2022
Lee	Michelle		10 Days	Personal Leave Without Pay - Medical	October 13, 2022 - October 26, 2022
Myer	Deanne		10 Days	Illness in the Line of Duty	September 21, 2022 - October 4, 2022
Myer	Deanne		6 Days	Personal Leave Without Pay - Medical	October 5, 2022 - October 12, 2022
Myer	Deanne		5 Days	Personal Leave Without Pay - Medical	October 13, 2022 - October 19, 2022
Osborne	Chelsea		36 Days	Personal Leave Without Pay - Medical	September 28, 2022 - November 16, 2022
Rhoden	Eurita		20 Days	Personal Leave Without Pay - Personal	October 14, 2022 - November 11, 2022

SUBSTITUTE LIST FOR APPROVAL ON NOVEMBER 7, 2022					
LAST NAME	FIRST NAME	MI	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Adams	Karibeth		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	October 14, 2022
Burnham	Cheryl		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	October 6, 2022

SUBSTITUTE LIST FOR APPROVAL ON NOVEMBER 7, 2022					
LAST NAME	**FIRST NAME**	**MI**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Crews	Ashley		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	October 18, 2022
Echols	Audrey		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	October 7, 2022
Harvey	Delaney		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	October 12, 2022
Smith	Melanie		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	October 18, 2022

Baker County Public Schools
Sherrie Raulerson, Superintendent of Schools
270 South Boulevard East, Macclenny, Florida 32063
Telephone: (904) 259-6251 www.bakerk12.org Fax: (904) 259-1387

October 11, 2022

Superintendent Sherrie Raulerson
Baker County School District
270 S. Boulevard East
Macclenny, Florida 32063

Dear Superintendent Raulerson:

The Instructional Advisory Committee respectfully requests a work session be held at 4:00 p.m. on November 7, 2022 regarding the 2023-24 School Calendars. We have attached copies of Options 1 and 2 for your review.

Should you have questions or concerns, please contact me at 259-0427

Sincerely,

Robin Mobley
Associate Superintendent of Human Resources

Encls.

2023-2024 CALENDAR
(Option 1)

August	October	December	February	April
31	2	4	5 FTE Week	8
1	3	5	6 FTE Week	9
2 Teachers Begin	4	6 Early Dismissal	7 FTE Week	10
3	5	7	8 FTE Week	11
4	6	8	9 FTE Week	12
August	**October**	**December**	**February**	**April**
7	9 FTE Week	11	12	15
8	10 FTE Week	12	13	16
9	11 FTE Week	13	14	17
10 Students Begin	12 End of 1st 9 -Weeks	14	15	18
11	13 FTE Week	15	16 Progress Reports	19
August	**October**	**December**	**February**	**April**
14	16 Planning Day	18	19 Presidents' Day/Hurricane	22
15	17	19	20	23
16	18	20	21	24 Early Dismissal
17	19	21	22	25
18	20 Report Cards	22 End of 2nd 9-Weeks	23	26 Progress Reports
August	**October**	**December**	**February**	**May**
21	23	25 Christmas Day	26	29
22	24	26 Christmas	27	30
23	25	27 Christmas	28 Early Dismissal	1
24	26	28 Christmas	29	2
25	27	29 Christmas	1	3
August	**November**	**January**	**March**	**May**
28	30	1 New Year's	4	6
29	31	2 Christmas	5	7
30	1	3 Christmas	6	8
31	2	4 Christmas	7	9
1	3	5 Christmas	8	10
September	**November**	**January**	**March**	**May**
4 Labor Day	6	8 Planning Day	11	13
5	7	9 Students Return	12	14
6	8	10	13	15
7	9	11	14 End of 3rd 9-Weeks	16
8	10 Veterans Day	12 Report Cards	15 Planning Day	17 Graduation
September	**November**	**January**	**March**	**May**
11	13	15 Martin L. King	18 Spring Break	20
12	14	16	19 Spring Break	21
13	15	17	20 Spring Break	22
14	16	18	21 Spring Break	23
15 Progress Reports	17 Progress Reports	19	22 Spring Break	24 Last Day of School
September	**November**	**January**	**March**	**May**
18	20 Thanksgiving/Hurricane	22	25	27 Memorial Day
19	21 Thanksgiving	23	26	28 In-Service Day
20 Early Dismissal	22 Thanksgiving	24	27	29 Planning Day
21	23 Thanksgiving Day	25	28	30
22	24 Thanksgiving	26	29 Report Cards	31
September	**November**	**January**	**April**	**June**
25	27	29	1	3
26	28	30	2	4
27	29	31	3	5
28	30	1	4	6
29	1	2	5	7

2023-2024 CALENDAR
(Option 2)

August	October	December	February	April
31	2	4	5 FTE Week	8
1	3	5	6 FTE Week	9
2	4	6	7 FTE Week	10
3	5	7	8 FTE Week	11
4 Teacher's Begin	6	8	9 Progress Reports	12 Progress Reports
August	**October**	**December**	**February**	**April**
7	9 FTE Week	11	12	15 Spring Break
8	10 FTE Week	12	13	16 Spring Break
9	11 FTE Week	13 Early Dismissal	14 Early Dismissal	17 Spring Break
10	12 FTE Week	14	15	18 Spring Break
11	13 FTE Week	15	16	19 Spring Break
August	**October**	**December**	**February**	**April**
14 Students Begin	16 End of 1st 9-Weeks	18	19 Presidents' Day/Hurricane	22
15	17	19	20	23
16	18	20	21	24
17	19	21	22	25
18	20 Planning Day	22 End of 2nd 9-Weeks	23	26
August	**October**	**December**	**February**	**May**
21	23	25 Christmas Day	26	29
22	24	26 Christmas	27	30 Early Dismissal
23	25	27 Christmas	28	1
24	26	28 Christmas	29	2
25	27 Reports Cards	29 Christmas	1	3
August	**November**	**January**	**March**	**May**
28	30	1 New Year's	4	6
29	31	2 Christmas	5	7
30	1	3 Christmas	6	8
31	2	4 Christmas	7	9
1	3	5 Christmas	8	10
September	**November**	**January**	**March**	**May**
4 Labor Day	6	8 Planning Day	11	13
5	7	9 Students Return	12	14
6	8	10	13	15
7	9	11	14	16
8	10 Veterans Day	12 Report Cards	15 End of 3rd 9-Weeks	17 Graduation
September	**November**	**January**	**March**	**May**
11	13	15 Martin L. King	18 Planning Day	20
12	14	16	19	21
13 Early Dismissal	15	17	20	22
14	16	18	21	23
15 Progress Reports	17 Progress Reports	19	22 Report Cards	24
September	**November**	**January**	**March**	**May**
18	20 Thanksgiving/Hurricane	22	25	27 Memorial Day
19	21 Thanksgiving	23	26	28
20	22 Thanksgiving	24	27	29 Last Day of School
21	23 Thanksgiving Day	25	28	30 In-Service Day
22	24 Thanksgiving	26	29	31 Planning Day
September	**November**	**January**	**April**	**June**
25	27	29	1	3
26	28	30	2	4
27	29	31	3	5
28	30	1	4	6
29	1	2	5	7

MINUTES
EXPULSION HEARING
(Closed to the Public)
Monday, October 17, 2022 – 3:30 p.m.
District School Board Room (270 South Boulevard East, Macclenny, Florida)

SUPPLEMENTAL MINUTE BOOK #51 PAGE #8

DATE	TIME	TYPE	CASE #	SCHOOL
10/17/2022	3:30 P.M.	EXPULSION HEARING	101720223300127	BAKER COUNTY HIGH SCHOOL

The Baker County School Board met on Monday, October 17, 2022, at 3:30 p.m. in the District School Board Room located at 270 South Boulevard East, Macclenny, Florida. The purpose of this meeting was to hold a closed expulsion hearing on Baker County High School student case #101720223300127. The following Board Members were present to wit: Chairperson Paula T. Barton, Vice-Chairperson Tiffany McInarnay, Richard "Dean" Griffis, and Amanda Hodges. Board Member Charlie M. (Artie) Burnett, III was not present for the hearing. Superintendent Sherrie Raulerson and School Board Attorney John W. Caven, Jr. were both present at the closed hearing. The student nor a representative for the student were present at the closed hearing.

Chairperson Barton called the closed expulsion hearing to order on Baker County High School student case #101720223300127 and then turned the proceedings over to Superintendent Raulerson. After hearing the evidence and testimonies presented, Superintendent Raulerson made the recommendation to expel Baker County High School student case #101720223300127 from the Baker County Public Schools for the remainder of the 2022-2023 school year, which also includes the Adult Education Program, as well as, all school sponsored activities. The recommendation includes that Baker County High School student case #101720223300127 is not eligible for the early re-entry program. Upon returning to the Baker County Public Schools, Baker County High School student case #101720223300127 must re-enter through the Baker County CATS Academy alternative school setting for a minimum of forty-five (45) days. As recommended by Superintendent Raulerson, Amanda Hodges made a motion to approve, seconded by Dean Griffis. The motion carried 4-0.

Paula T. Barton, Board Chairperson	**Sherrie Raulerson, Superintendent of Schools**

MINUTES
EXPULSION HEARING
(Closed to the Public)
Monday, October 17, 2022 – 4:15 p.m.
District School Board Room (270 South Boulevard East, Macclenny, Florida)

SUPPLEMENTAL MINUTE BOOK #51 PAGE #8

DATE	TIME	TYPE	CASE #	SCHOOL
10/17/2022	4:15 P.M.	EXPULSION HEARING	101720224150587	BAKER COUNTY HIGH SCHOOL

The Baker County School Board met on Monday, October 17, 2022, at 4:15 p.m. in the District School Board Room located at 270 South Boulevard East, Macclenny, Florida. The purpose of this meeting was to hold a closed expulsion hearing on Baker County High School student case #101720224150587. The following Board Members were present to wit: Chairperson Paula T. Barton, Vice-Chairperson Tiffany McInarnay, Richard "Dean" Griffis, Charlie M. (Artie) Burnett, III, and Amanda Hodges. Superintendent Sherrie Raulerson and School Board Attorney John W. Caven, Jr. were both present at the closed hearing. The student nor a representative for the student were present at the closed hearing.

Chairperson Barton called the closed expulsion hearing to order on Baker County High School student case #101720224150587 and then turned the proceedings over to Superintendent Raulerson. After hearing the evidence and testimonies presented, Superintendent Raulerson made the recommendation to expel Baker County High School student case #101720224150587 from the Baker County Public Schools for the remainder of the 2022-2023 school year, which also includes the Adult Education Program, as well as, all school sponsored activities. The recommendation includes that Baker County High School student case #101720224150587 is not eligible for the early re-entry program. Upon returning to the Baker County Public Schools, Baker County High School student case #101720224150587 must re-enter through the Baker County CATS Academy alternative school setting for a minimum of forty-five (45) days. As recommended by Superintendent Raulerson, Tiffany McInarnay made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.

Paula T. Barton, Board Chairperson	**Sherrie Raulerson, Superintendent of Schools**

MINUTES
SCHOOL BOARD MEETING
(Open to the Public)
Monday, October 17, 2022 - 5:00 p.m.
District School Board Room (270 South Boulevard East, Macclenny, Florida)

SUPPLEMENTAL MINUTE BOOK #51 PAGE #8

The Baker County School Board met on Monday, October 17, 2022, at 5:00 p.m. in the District School Board Room located at 270 South Boulevard East, Macclenny, Florida. The purpose of this meeting was to hold the regularly scheduled Board meeting. Chairperson Paula T. Barton announced that Johnnie Jacobs was going to give the invocation followed by the Pledge of Allegiance led by Baker County Middle School FFA student Colton Brownlee.

CALL TO ORDER – 5:00 P.M.

Chairperson Barton called the meeting of the Baker County School Board to order and asked for a roll call of members. The following Board Members were present to wit: Chairperson Paula T. Barton, Vice-Chairperson Tiffany McInarnay, Richard "Dean" Griffis, Charlie M. Burnett, III (Artie), and Amanda Hodges. Superintendent Sherrie Raulerson and School Board Attorney John W. Caven, Jr. were both present at the meeting.

PUBLIC HEARINGS – 5:05 P.M. (if any)

There were no public hearings at this meeting.

RECOGNITIONS / PRESENTATIONS

- Superintendent Raulerson recognized Miley Rhoden for designing the artwork for Superintendent Raulerson's "I love reading more than ice cream...and that's a lot" reading initiative banner.
- Superintendent Raulerson recognized five Baker County Middle School FFA students that were in attendance to observe the board meeting as part of their preparation for their upcoming parliamentary procedure FFA competition. Teacher Krystal Gainey was in attendance as well.

APPROVAL TO CORRECT AND/OR ADD ITEMS TO THE FINAL AGENDA

There were no corrections or additions to the agenda. Therefore, no action was taken on this agenda item.

REMOVAL OF ROUTINE ITEMS

Chairperson Barton asked if any Board member wished to remove a routine item for separate consideration. Hearing none, she continued with the items for action.

APPROVAL OF ITEMS FOR ACTION

	A.		Approval of Routine Items	CONTACT
	A.	**1.**	**Approval of the Personnel Items List for Approval on October 17, 2022.**	Sherrie Raulerson (259-0401)
	A.	**2.**	**Approval of the Minutes of the October 3, 2022, Executive Session, Work Session, and School Board Meeting.**	Sherrie Raulerson (259-0401)
	A.	**3.**	**Approval of the Financial Reports for the Month Ending August 31, 2022.**	Teri Ambrose (259-0418)
	A.	**4.**	**Approval of the Grant Proposal "Instructional Materials" in the Amount of $280,943.00. New / Entitlement / Federal / No Matching**	Traci Wheeler (259-6776)
	A.	**5.**	**Approval of the Grant Proposal "Driving Choice Grant Program" in the Amount of $50,000.00. New / Entitlement / Federal / No Matching**	Traci Wheeler (259-6776)

	A.	**6.**	**Approval of the Grant Proposal for "IDEA, Part B Entitlement 2022-2023" in the Amount of $1,318,208.00. Entitlement / Federal / No Matching**	Michael Green (259-0444)
	A.	**7.**	**Approval of the Grant Proposal for "IDEA, Part B Preschool 2022-2023" in the Amount of $70,202.00. Entitlement / Federal / No Matching**	Michael Green (259-0444)
	A.	**8.**	**Approval of the 2022-2023 District Instructional Materials Handbook.**	Allen Murphy (259-0429)
			Chairperson Barton entertained a motion from the Board to approve the routine items. As recommended by Superintendent Raulerson, Tiffany McInarnay made a motion to approve, seconded by Dean Griffis. The motion carried 5-0.	
	B.		**Approval of Removed Routine Items.**	N/A
			There were no removed routine items. Therefore, no action was taken on this agenda item.	
	C.		**Approval of Baker County Middle School's 2022-2023 School Improvement Plan.**	Thomas Hill (259-2226)
			Chairperson Barton entertained a motion from the Board to approve the routine items. As recommended by Superintendent Raulerson, Artie Burnett made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.	
	D.		**Approval of Baker County High School's 2022-2023 School Improvement Plan.**	Johnnie Jacobs (259-6286)
			Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Tiffany McInarnay made a motion to approve, seconded by Dean Griffis. The motion carried 5-0.	
	E.		**Approval of the Affiliation Agreement with the State of Florida Department of Health for Adult Education Student Phlebotomy Supervised Learning Experience Effective November 1, 2022 - September 30, 2025.**	Carrie Dopson (259-0408)
			Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Amanda Hodges made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.	
	F.		**Approval of the Agreement with Gaetz Aerospace Institute, Embry-Riddle Aeronautical University for Academic Years 2022-2025.**	Carrie Dopson (259-0408)
			Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.	

CITIZEN INPUT

No individual in the audience addressed the Board with citizen concerns at this meeting.

INFORMATION AND ANNOUNCEMENTS

- Superintendent Raulerson congratulated the BCHS administration and guidance office staff for their college night event. She noted that the attendance was incredible at over 600 people!

NOTICE

Any person who desires to appeal any decision made by the School Board with respect to any matter considered at the above mentioned meeting will need a record of the proceedings, and for such purpose may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which an appeal may be based.

PERSONNEL ITEMS LIST FOR APPROVAL ON OCTOBER 17, 2022

EMPLOYMENT LIST FOR APPROVAL ON OCTOBER 17, 2022

LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Crews	Jamie		Transfer Within the Same Site from Paraprofessional, ESE Ages 6-21 (187 Days) / Replacing Deborah Padgett (No Vacancy / Swap)	Paraprofessional, Elementary (187 Days) / 100% ESSER Grant Funded	Macclenny Elementary School	September 27, 2022
Crews	Jamie		Transfer Within the Same Site from Paraprofessional, Elementary (187 Days) / 100% ESSER Grant Funded / Replacing Kimberly Williams	Paraprofessional, Title I (187 Days)	Macclenny Elementary School	October 3, 2022
Daniels	Kaitlynn		Transfer from Paraprofessional, ESE Ages 6-21 (187 Days) at Westside Elementary School / Replacing Kellina Wilbanks	Paraprofessional, Elementary Character Ed (187 Days)	Keller Intermediate School	October 18, 2022
Gipson	Mackenzie		Transfer Within the Same Site from Paraprofessional, Elementary PE (187 Days) / Replacing Sarah Sapp	Paraprofessional, Elementary Media Center (187 Days)	Keller Intermediate School	October 3, 2022
Padgett	Deborah		Transfer Within the Same Site from Paraprofessional, Elementary (187 Days) / 100% ESSER Grant Funded / Replacing Jamie Crews (No Vacancy / Swap)	Paraprofessional, ESE Ages 6-21 (187 Days)	Macclenny Elementary School	September 27, 2022
Sapp	Sarah		Transfer from Paraprofessional, Elementary Media Center (187 Days, 7.5 Hours) at Keller Intermediate School / Replacing Karen Harrison	Office Aide Guidance Services (187 Days, 4 Hours)	Baker County Middle School	October 3, 2022
Young	Emilee		Initial Employment / Replacing Cynthia Carter	Paraprofessional, ESE Ages 6-21 (187 Days)	Baker County High School	October 4, 2022

EXTRA DUTY LIST FOR APPROVAL OCTOBER 17, 2022						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Hite	Jeremy			Livestream and Technical Assistance for Football Games	Regular Hourly Rate / Maximum 75 Hours / Funding Source: General	October 18, 2022 - May 25, 2023

SUPPLEMENT LIST FOR APPROVAL ON OCTOBER 17, 2022						
LAST NAME	**FIRST NAME**	**SPECIAL NOTE**	**LOCATION**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Crews	Jamie	Rescind Previously Approved on June 20, 2022	Rescind Macclenny Elementary School	Rescind Paraprofessional, ESE	Rescind Board Approved Rate	Rescind 2022-2023 Effective September 27, 2022
Daniels	Kaitlynn	Rescind Previously Approved on July 18, 2022	Rescind Westside Elementary School	Rescind Paraprofessional, ESE	Rescind Board Approved Rate	Rescind 2022-2023 Effective October 18, 2022
Padgett	Deborah		Macclenny Elementary School	Paraprofessional, ESE	Board Approved Rate	2022-2023 Effective September 27, 2022
Young	Emilee		Macclenny Elementary School	Paraprofessional, ESE	Board Approved Rate	2022-2023 Effective October 4, 2022

SUBSTITUTE LIST FOR APPROVAL ON OCTOBER 17, 2022					
LAST NAME	**FIRST NAME**	**MI**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Davey	Eryn		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	September 27, 2022
Mills	Kimberly		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	October 3, 2022
Todd	Michael		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	September 26, 2022

ADJOURNMENT FROM OCTOBER 17, 2022, SCHOOL BOARD MEETING

Since there was no further business to come before the Board, Artie Burnett made a motion to adjourn, seconded by Dean Griffis. The meeting adjourned via general consensus.

Paula T. Barton, Board Chairperson	**Sherrie Raulerson, Superintendent of Schools**

GRANT PROPOSAL SUMMARY
REQUEST FOR BOARD APPROVAL

Board Approval Status

(MUST BE TYPED)

NAME OF GRANT PROPOSAL	*Intensive Afterschool and Weekend Academies*

TYPE OF GRANT:
☒ New ☐ Continuation ☐ Amendment ☒ Entitlement ☐ Competitive

CONTACT PERSON:	*Traci Wheeler*

CONTACT PHONE NUMBER:	*904-259-6776*

AMOUNT REQUESTED:	*$419,474.00*

SOURCE: ☒ Federal ☐ State ☐ Other: _____

LOCAL MATCHING FUNDS REQUESTED:
☒ No
☐ Yes . . . If yes, please specify: ☐ Monetary Amount $_____
☐ In-Kind Amount $_____

LIST SPECIFIC IN-KIND CONTRIBUTIONS

PROJECT DESCRIPTION *(If additional space is needed, attachments may be used)*
The purpose of this grant is for LEAs to create, develop, and implement evidence-based comprehensive learning opportunities for students outside of the school day with a focus on evidence-based programming in the areas of literacy, science, technology, engineering, and mathematics (STEM), and civics.

HOW WILL FUNDS BE USED *(If additional space is needed, attachments may be used)*
Funds will be used to provide an afterschool program for grades K-12 during the 2022-2023 and 2023-2024 school years to provide academic support to students to improve student outcomes and decrease learning deficiencies.

SUBMITTED BY: *Traci Wheeler* **DATE:** *10/7/2022*

GRANT PROPOSAL SUMMARY
REQUEST FOR BOARD APPROVAL

Board Approval Status

(MUST BE TYPED)

NAME OF GRANT PROPOSAL	*Targeted Mathematics Grants and STEM Experiential Activitites*

TYPE OF GRANT:
☒ New ☐ Continuation ☐ Amendment ☒ Entitlement ☐ Competitive

CONTACT PERSON:	*Traci Wheeler*

CONTACT PHONE NUMBER:	*904-259-6776*

AMOUNT REQUESTED:	*$257,233.00*

SOURCE: ☒ Federal ☐ State ☐ Other: _____

LOCAL MATCHING FUNDS REQUESTED:
☒ No
☐ Yes . . . If yes, please specify: ☐ Monetary Amount $_____
☐ In-Kind Amount $_____

LIST SPECIFIC IN-KIND CONTRIBUTIONS

PROJECT DESCRIPTION
(If additional space is needed, attachments may be used)

The purpose of this grant is to support mathematics acceleration with a focus on closing the achievement gap and mitigating the impacts of learning loss in math content while also providing experiential activities in an effort to help STEM topics become more applicable, understandable, and tangible for students.

HOW WILL FUNDS BE USED
(If additional space is needed, attachments may be used)

These funds will be used to provide professional development in mathematics through Northeast Florida Education Consortium (NEFEC), provide pay for teachers to complete training outside of their contractual hours, hire substitutes for teachers to complete training during the school day, cover travel expenses for professional development, purchase manipulatives and materials for mathematics classrooms, purchase materials for science classrooms, and purchase Computational Thinking with LEGO Education kits.

SUBMITTED BY: *Traci Wheeler* **DATE:** *October 11, 2022*

Baker County School District

F.D. (Denny Wells), Director
270 Jonathan Street – Macclenny, Florida 32063
904-259-5420

Oct. 18, 2022

Mrs. Sherrie Raulerson
Superintendent of Schools
Baker County School District
370 South Blvd. East
Macclenny, Florida

Dear Mrs. Raulerson:

I would like to request School Board review and approval of the District Property Inventory for **July, 2022.**

Should you have any questions concerning this request, please feel free to contact me your convenience.

Sincerely yours,

F.D. Wells,
Director of Facilities and Maintenance

JULY 2022	BEGINNING BALANCE	ACQUISTIONS							ENDING
		ACQUISTIONS	TRANS IN	TRADE INS	TOTALS	TRANS OUT	STOLEN	TOTALS	
	B C H S - 0012								
	$1,136,239.30	$ -	$ -		$0.00	$ -		$0.00	$1,136,239.30
	M E S - 0013								
	$132,725.35	$ -	$ -		$0.00	$ -		$0.00	$132,725.35
	PREK-KDG CTR - 0022								
	$174,458.44	$ 365.98	$ -		$365.98	$ -		$0.00	$174,824.42
	K I S - 0031								
	$236,308.35	$ 6,993.00	$ -		$6,993.00	$ -		$0.00	$245,301.35
	B C M S - 0032								
	$836,018.60	$ -	$ -		$0.00	$ 32,834.87		$32,834.87	$803,183.73
	W E S - 0091								
	$269,091.36	$ -	$ -		$0.00	$ -		$0.00	$269,091.36
	SURPLUS - 0099								
	$0.00	$ -	$ -		$0.00	$ -		$0.00	$0.00
	IN ACTIVE - 1111								
	$0.00	$ -	$ -		$0.00	$ -		$0.00	$0.00
	READ CLINIC - 2013								
	$53,155.49	$ -	$ -		$0.00	$ -		$0.00	$53,155.49
	BUS SHOP/VECH 2222								
	$7,494,820.00	$ -	$ -		$0.00	$ -		$0.00	$7,494,820.00
	MAINT/VECH 3333								
	$199,468.93	$ -	$ -		$0.00	$ -		$0.00	$199,468.93
	CHAP 1 - M E S - 4013								
	$78,220.01	$ -	$ -		$0.00	$ -		$0.00	$78,220.01
	CHAP 1 - KIS - 4031								
	$5,371.85	$ -	$ -		$0.00	$ -		$0.00	$5,371.85
	CHAP I - BCMS - 4032								
	$0.00	$ -	$ -		$0.00	$ -		$0.00	$0.00
	CHAP 1 - WES - 4091								
	$77,080.96	$ -	$ -		$0.00	$ -		$0.00	$77,080.96
	CUST-LAND/VECH 4444								
	$200,549.19	$ -	$ -		$0.00	$ -		$0.00	$200,549.19
	VO. / ADULT ED - 5012								
	$143,738.32	$ 12,190.00	$ -		$12,190.00	$ -		$0.00	$155,928.32
	VO. / ADULT ED - 5032								
	$5,437.21	$ -	$ -		$0.00	$ -		$0.00	$5,437.21
	TECHNOLOGY - 6666								
	$710,309.39	$ -	$ -		$0.00	$ -		$0.00	$710,309.39
	TECH/VECH 8888								
	$78,248.00	$ -	$ -		$0.00	$ -		$0.00	$78,248.00
	CURRENT MISSING - 7777								
	$849.95		$ 564.00		$564.00	$ -		$0.00	$1,413.95
	PRIOR MISSING 05 - 8888								
	$322,529.15		$ -		$0.00	$ -		$0.00	$322,529.15
	SUBTOTAL PAGE ONE								
	$12,156,619.85	$ 19,548.98	$ 564.00	$ -	$20,112.98	$ 32,834.87	$ -	$32,834.87	$12,143,897.96
	GO OFF - 9001								
	$382,412.28	$ -	$ -		$0.00	$ -		$0.00	$382,412.28
	BUS SHOP - 9002								
	$84,643.88	$ -	$ -		$0.00	$ -		$0.00	$84,643.88
	MAINT. - 9003								
	$227,150.01	$ -	$ -		$0.00	$ -		$0.00	$227,150.01
	W-HSE - 9004								
	$31,151.10	$ -	$ 12,893.75		$12,893.75	$ -		$0.00	$44,044.85
	FAMILY SER - 9005								
	$84,328.23	$ -	$ -		$0.00	$ -		$0.00	$84,328.23
	STUDENT SER - 9006								
	$127,435.68	$ 1,877.52	$ -		$1,877.52	$ 5,517.00		$5,517.00	$123,796.20
	ALT SCH - 9007								
	$58,095.29	$ -	$ -		$0.00	$ -		$0.00	$58,095.29
	VO. / ADULT ED - 9008								
	$106,483.86	$ 2,842.99	$ -		$2,842.99	$ -		$0.00	$109,326.85
	LAND / CUST 9009								
	$413,019.46	$ -	$ -		$0.00	$ -		$0.00	$413,019.46
	SUPT. OFFICE - 9010								
	$47,096.36	$ -	$ -		$0.00	$ -		$0.00	$47,096.36
	SOUTHSIDE - 9021								
	$7,037.00	$ -	$ -			$ -		$0.00	$7,037.00
	DEAD FILE - 9999								
	$955,376.77		$ 24,894.12		$24,894.12	$ 24,894.12		$24,894.12	$955,376.77
	TOTAL								
	$14,680,849.75	$ 24,269.49	$ 38,351.87	$ -	$62,621.36	$63,245.99	$ -	$63,245.99	$14,680,225.12
						Dead File Adjustment			$955,376.77
						Final Property Total			$13,724,848.35

Baker County School District

F.D. (Denny Wells), Director
270 Jonathan Street – Macclenny, Florida 32063
904-259-5420

Oct. 12, 2022

Mrs. Sherrie Raulerson
Superintendent of Schools
Baker County School District
370 South Blvd. East
Macclenny, Florida

Dear Mrs. Raulerson:

I would like to request School Board review and approval of the District Property Inventory for **August, 2022.**

Should you have any questions concerning this request, please feel free to contact me your convenience.

Sincerely yours,

F.D. Wells,
Director of Facilities and Maintenance

AUGUST 2022	BEGINNING BALANCE	ACQUISTIONS							ENDING	CHANGE IN
		ACQUISTIONS	TRANS IN	TRADE INS	TOTALS	TRANS OUT	STOLEN	TOTALS		BALANCE
	B C H S - 0012									
	$1,136,239.30	$ -	$ -		$0.00	$ -		$0.00	$1,136,239.30	$0.00
	M E S - 0013									
	$132,725.35	$ -	$ -		$0.00	$ -		$0.00	$132,725.35	$0.00
	PREK-KDG CTR - 0022									
	$174,824.42	$ -	$ -		$0.00	$ -		$0.00	$174,824.42	$0.00
	K I S - 0031									
	$246,301.35	$ -	$ -		$0.00	$ -		$0.00	$246,301.35	$0.00
	B C M S - 0032									
	$803,183.73	$ -	$ -		$0.00	$ -		$0.00	$803,183.73	$0.00
	W E S - 0091									
	$269,091.36	$ -	$ -		$0.00	$ -		$0.00	$269,091.36	$0.00
	SURPLUS - 0099									
	$0.00	$ -	$ -		$0.00	$ -		$0.00	$0.00	$0.00
	IN ACTIVE - 1111									
	$0.00	$ -	$ -		$0.00	$ -		$0.00	$0.00	$0.00
	READ CLINIC - 2013									
	$53,155.49	$ -	$ -		$0.00	$ -		$0.00	$53,155.49	$0.00
	BUS SHOP/VECH 2222									
	$7,494,820.00	$ -	$ -		$0.00	$ -		$0.00	$7,494,820.00	$0.00
	MAINT/VECH 3333									
	$199,468.93	$ -	$ -		$0.00	$ -		$0.00	$199,468.93	$0.00
	CHAP 1 - M E S - 4013									
	$78,220.01	$ -	$ -		$0.00	$ -		$0.00	$78,220.01	$0.00
	CHAP 1 - KIS - 4031									
	$5,371.85	$ -	$ -		$0.00	$ -		$0.00	$5,371.85	$0.00
	CHAP I - BCMS - 4032									
	$0.00	$ -	$ -		$0.00	$ -		$0.00	$0.00	$0.00
	CHAP 1 - WES - 4091									
	$77,080.96	$ -	$ -		$0.00	$ -		$0.00	$77,080.96	$0.00
	CUST-LAND/VECH 4444									
	$200,549.19	$ -	$ -		$0.00	$ -		$0.00	$200,549.19	$0.00
	VO. / ADULT ED - 5012									
	$155,928.32	$ -	$ -		$0.00	$ -		$0.00	$155,928.32	$0.00
	VO. / ADULT ED - 5032									
	$5,437.21	$ -	$ -		$0.00	$ -		$0.00	$5,437.21	$0.00
	TECHNOLOGY - 6565									
	$710,309.39	$ -	$ -		$0.00	$ -		$0.00	$710,309.39	$0.00
	TECH/VECH 6666									
	$78,248.00	$ -	$ -		$0.00	$ -		$0.00	$78,248.00	$0.00
	CURRENT MISSING - 7777									
	$1,413.95		$ -		$0.00	$ -		$0.00	$1,413.95	$0.00
	PRIOR MISSING 05 - 8888									
	$322,529.16		$ -		$0.00	$ -		$0.00	$322,529.16	$0.00
	SUB TOTAL PAGE ONE - 2									
	$12,143,897.96	$ -	$ -	$ -	$0.00	$ -	$ -	$0.00	$12,143,897.96	$0.00
	CO OFF - 9001									
	$382,412.26	$ -	$ -		$0.00	$ -		$0.00	$382,412.26	$0.00
	BUS SHOP - 9002									
	$84,643.88	$ -	$ -		$0.00	$ -		$0.00	$84,643.88	$0.00
	MAINT. - 9003									
	$227,150.01	$ -	$ -		$0.00	$ -		$0.00	$227,150.01	$0.00
	W-HSE - 9004									
	$44,044.85	$ -	$ -		$0.00	$ -		$0.00	$44,044.85	$0.00
	FAMILY SER - 9005									
	$84,328.23	$ -	$ -		$0.00	$ -		$0.00	$84,328.23	$0.00
	STUDENT SER - 9006									
	$123,796.20	$ -	$ -		$0.00	$ -		$0.00	$123,796.20	$0.00
	ALT SCH - 9007									
	$58,095.29	$ -	$ -		$0.00	$ -		$0.00	$58,095.29	$0.00
	VO. / ADULT ED - 9008									
	$109,326.85	$ -	$ -		$0.00	$ -		$0.00	$109,326.85	$0.00
	LAND / CUST 9009									
	$413,019.46	$ -	$ -		$0.00	$ -		$0.00	$413,019.46	$0.00
	SUPT. OFFICE - 9010									
	$47,096.36	$ -	$ -		$0.00	$ -		$0.00	$47,096.36	$0.00
	SOUTHSIDE - 9021									
	$7,037.00	$ -	$ -			$ -		$0.00	$7,037.00	$0.00
	DEAD FILE - 9999									
	$955,376.77		$ -		$0.00	$ -		$0.00	$955,376.77	$0.00
	TOTAL									
	$14,680,226.12	$ -	$ -	$ -	$0.00	$0.00	$ -	$0.00	$14,680,226.12	$0.00
						Dead File Adjustment			$955,376.77	
						Final Property Total			$13,724,849.35	

Baker County School District

F.D. (Denny Wells), Director
270 Jonathan Street – Macclenny, Florida 32063
904-259-5420

Oct. 12, 2022

Mrs. Sherrie Raulerson
Superintendent of Schools
Baker County School District
370 South Blvd. East
Macclenny, Florida

Dear Mrs. Raulerson:

I would like to request School Board review and approval of the District Property Inventory for **September, 2022.**

Should you have any questions concerning this request, please feel free to contact me your convenience.

Sincerely yours,

F.D. Wells,
Director of Facilities and Maintenance

SEPTEMBER 2022	BEGINNING BALANCE	ACQUISTIONS				TRANS OUT	STOLEN		ENDING	CHANGE IN BALANCE
		ACQUISTIONS	TRANS IN	TRADE INS	TOTALS			TOTALS		
	B C H S - 0012									
	$1,136,239.30	$ -	$ -		$0.00	$ -		$0.00	$1,136,239.30	$0.00
	M E S - 0013									
	$132,726.35	$ -	$ -		$0.00	$ -		$0.00	$132,726.35	$0.00
	PREK-KDG CTR - 0022									
	$174,824.42	$ -	$ -		$0.00	$ -		$0.00	$174,824.42	$0.00
	K I S - 0031									
	$245,301.35	$ -	$ -		$0.00	$ -		$0.00	$245,301.35	$0.00
	B C M S - 0032									
	$803,183.73	$ -	$ -		$0.00	$ -		$0.00	$803,183.73	$0.00
	W E S - 0091									
	$269,091.36	$ -	$ -		$0.00	$ -		$0.00	$269,091.36	$0.00
	SURPLUS - 0099									
	$0.00	$ -	$ -		$0.00	$ -		$0.00	$0.00	$0.00
	IN ACTIVE - 1111									
	$0.00	$ -	$ -		$0.00	$ -		$0.00	$0.00	$0.00
	READ CLINIC - 2013									
	$53,165.49	$ -	$ -		$0.00	$ -		$0.00	$53,165.49	$0.00
	BUS SHOP/VECH 2222									
	$7,494,820.00	$ -	$ -		$0.00	$ -		$0.00	$7,494,820.00	$0.00
	MAINT/VECH 3333									
	$199,468.93	$ -	$ -		$0.00	$ -		$0.00	$199,468.93	$0.00
	CHAP 1 - M E S - 4013									
	$78,220.01	$ -	$ -		$0.00	$ -		$0.00	$78,220.01	$0.00
	CHAP 1 - K/S - 4031									
	$5,371.85	$ -	$ -		$0.00	$ -		$0.00	$5,371.85	$0.00
	CHAP I - BCMS - 4032									
	$0.00	$ -	$ -		$0.00	$ -		$0.00	$0.00	$0.00
	CHAP 1 - WES - 4091									
	$77,080.98	$ -	$ -		$0.00	$ -		$0.00	$77,080.98	$0.00
	CUST-LAND/VECH 4444									
	$200,649.19	$ -	$ -		$0.00	$ -		$0.00	$200,649.19	$0.00
	VO. / ADULT ED - 5012									
	$155,928.32	$ -	$ -		$0.00	$ -		$0.00	$155,928.32	$0.00
	VO. / ADULT ED - 5032									
	$5,437.21	$ -	$ -		$0.00	$ -		$0.00	$5,437.21	$0.00
	TECHNOLOGY - 5555									
	$710,309.39	$ -	$ -		$0.00	$ -		$0.00	$710,309.39	$0.00
	TECH/VECH 6666									
	$78,248.00	$ -	$ -		$0.00	$ -		$0.00	$78,248.00	$0.00
	CURRENT MISSING - 7777									
	$1,413.95		$ -		$0.00	$ -		$0.00	$1,413.95	$0.00
	PRIOR MISSING 05 - 8888									
	$322,529.15		$ -		$0.00	$ -		$0.00	$322,529.15	$0.00
	BB TOTALS AS OF 09/									
	$12,143,897.98	$ -	$ -	$ -	$0.00	$ -		$0.00	$12,143,897.98	$0.00
	CO OFF - 9001									
	$382,412.26	$ -	$ -		$0.00	$ -		$0.00	$382,412.26	$0.00
	BUS SHOP - 9002									
	$84,643.88	$ -	$ -		$0.00	$ -		$0.00	$84,643.88	$0.00
	MAINT. - 9003									
	$227,160.01	$ -	$ -		$0.00	$ -		$0.00	$227,160.01	$0.00
	W-HSE - 9004									
	$44,044.85	$ -	$ -		$0.00	$ -		$0.00	$44,044.85	$0.00
	FAMILY SER - 9005									
	$84,328.23	$ -	$ -		$0.00	$ -		$0.00	$84,328.23	$0.00
	STUDENT SER - 9006									
	$123,796.20	$ -	$ -		$0.00	$ -		$0.00	$123,796.20	$0.00
	ALT SCH - 9007									
	$58,095.29	$ -	$ -		$0.00	$ -		$0.00	$58,095.29	$0.00
	VO. / ADULT ED - 9008									
	$109,326.85	$ -	$ -		$0.00	$ -		$0.00	$109,326.85	$0.00
	LAND / CUST 9009									
	$413,019.46	$ -	$ -		$0.00	$ -		$0.00	$413,019.46	$0.00
	SUPT. OFFICE - 9010									
	$47,096.36	$ -	$ -		$0.00	$ -		$0.00	$47,096.36	$0.00
	SOUTHSIDE - 9021									
	$7,037.00	$ -	$ -			$ -		$0.00	$7,037.00	$0.00
	DEAD FILE - 9999									
	$955,376.77		$ -		$0.00	$ -		$0.00	$955,376.77	$0.00
	TOTAL									
	$14,680,225.12	$ -	$ -	$ -	$0.00	$0.00	$ -	$0.00	$14,680,225.12	$0.00
						Dead File Adjustment			$955,376.77	
						Final Property Total			$13,724,848.35	

Baker County School Board

Revenue and Expenditure Report - General Fund
For the Month Ending September 30, 2022

		2022-2023
Revenues	Budget	Actual
Federal	256,000.00	25,770.34
State	37,951,797.58	8,624,281.34
Local	6,523,336.00	184,339.32
Other Local Revenue	-	-
Transfers In	-	75,271.00
Loss Recoveries	-	-
Beg Fund Balance	8,352,147.82	
	53,083,281.40	8,909,662.00

					30-Sep-21	
Expenditures		Budget	Actual	Difference	Actual	Difference
Instruction	$	26,712,024.71	3,815,058.25	22,896,966.46	3,398,794.03	416,264.22
Pupil Personnel Services		2,944,550.73	426,896.88	2,517,653.85	410,892.66	16,004.22
Instructional Media Services		646,004.70	72,748.78	573,255.92	79,361.33	(6,612.55)
Instruction & Curriculum Development Services		729,191.95	138,012.25	591,179.70	139,033.43	(1,021.18)
Instructional Staff Training Services		213,170.64	41,131.57	172,039.07	34,195.05	6,936.52
Instructional Related Technology		339,045.00	80,659.79	258,385.21	84,854.16	(4,194.37)
Board		425,650.00	96,713.22	328,936.78	81,665.55	15,047.67
General Administration		340,025.00	70,230.50	269,794.50	61,015.19	9,215.31
School Administration		2,568,874.72	462,265.74	2,106,608.98	471,452.38	(9,186.64)
Facilities Acquisition & Construction		305,265.49	126,142.17	179,123.32	306,625.61	(180,483.44)
Fiscal Services		825,050.00	172,664.35	652,385.65	174,672.62	(2,008.27)
School Food Services		-	-	-	-	-
Central Services		681,009.52	112,830.50	568,179.02	104,351.56	8,478.94
Pupil Transportation Services		2,916,979.00	415,432.72	2,501,546.28	428,088.19	(12,655.47)
Operation of Plant		5,369,917.00	1,508,584.88	3,861,332.12	1,322,699.36	185,885.52
Maintenance of Plant		1,240,000.00	273,407.08	966,592.92	282,018.61	(8,611.53)
Administrative Technology Services		1,065,020.00	449,977.27	615,042.73	230,715.85	219,261.42
Community Services		344,002.94	29,731.86	314,271.08	28,023.72	1,708.14
Debt Service		-	-	-	-	-
Other Financing Uses		-	-	-	-	-
Ending Fund Balance		5,417,500.00		5,417,500.00		
		53,083,281.40	8,292,487.81	44,790,793.59	7,638,459.30	654,028.51

Baker County School Board

Revenue and Expenditure Report - Food Service
For the Month Ending September 30, 2022

	2022-2023	
Revenues	Budget	Actual
Federal	2,380,051.00	133,100.02
State	40,000.00	3,768.73
Local	92,000.00	
Other Financing Sources	-	-
Beg Fund Balance	1,890,566.16	
	4,402,617.16	136,868.75

				30-Sep-21	
Expenditures	Budget	Actual	Difference	Actual	Difference
Food Service	3,000,000.00	350,466.21	2,649,533.79	500,108.45	(149,642.24)
Other Financing Uses	-	-	-	-	-
Ending Fund Balance	1,402,617.16		1,402,617.16		
	4,402,617.16	350,466.21	4,052,150.95	500,108.45	(149,642.24)

Baker County School Board

Revenue and Expenditure Report - Federal Programs 4200
For the Month Ending September 30, 2022

2022-2023

Revenues	Budget	Actual
Federal	3,494,638.21	643,430.61
State	-	-
Local (interest on checking account)	-	179.94
Other/Transfers	-	-
	3,494,638.21	643,610.55

Expenditures	Budget	Actual	Difference	**30-Sep-21** Actual	Difference
Instruction	$ 2,033,862.37	$ 453,795.94	1,580,066.43	$ 440,430.16	13,365.78
Pupil Personnel Services	294,197.31	48,236.78	245,960.53	57,401.78	(9,165.00)
Instructional Media Services	2,678.00	-	2,678.00	-	-
Instruction & Curriculum Development Services	455,541.00	99,465.75	356,075.25	90,742.42	8,723.33
Instructional Staff Training Services	413,133.41	31,924.11	381,209.30	72,544.26	(40,620.15)
Instruction Related Technology	15,750.00	2,087.73	13,662.27	2,015.35	72.38
Board	-	-	-	-	-
General Administration	176,885.08	-	176,885.08	-	-
School Administration	24,140.00	2,750.00	21,390.00	3,600.00	(850.00)
Facilities Acquisition & Construction	-	-	-	-	-
Fiscal Services	-	-	-	-	-
Central Services	28,751.04	1,527.69	27,223.35	1,816.39	(288.70)
Pupil Transportation Services	49,700.00	11,705.30	37,994.70	7,179.84	4,525.46
Site Misc. Expense	-	-	-	-	-
Maintenance of Plant	-	-	-	-	-
Community Services	-	-	-	-	-
Debt Service	-	-	-	-	-
Other Financing Uses	-	-	-	-	-
	$ 3,494,638.21	$ 651,493.30	2,843,144.91	$ 675,730.20	(24,236.90)

Baker County School Board

Revenue and Expenditure Report - ESSER 4410
For the Month Ending September 30, 2022

	2022-2023	
Revenues	Budget	Actual
Federal	-	1,483.10
State	-	-
Local (interest on checking account)	-	-
Other/Transfers	-	-
	-	1,483.10

				30-Sep-21	
Expenditures	Budget	Actual	Difference	Actual	Difference
Instruction	$ -	$ 1,483.10	(1,483.10)	$ 223,306.49	(221,823.39)
Pupil Personnel Services	-	-	-	14,554.23	(14,554.23)
Instructional Media Services	-	-	-	-	-
Instruction & Curriculum Development Services	-	-	-	-	-
Instructional Staff Training Services	-	-	-	-	-
Instruction Related Technology	-	-	-	-	-
Board	-	-	-	-	-
General Administration	-	-	-	-	-
School Administration	-	-	-	1,599.80	(1,599.80)
Facilities Acquisition & Construction	-	-	-	-	-
Fiscal Services	-	-	-	-	-
Central Services	-	-	-	-	-
Pupil Transportation Services	-	-	-	246.44	(246.44)
Site Misc. Expense	-	-	-	9,256.84	(9,256.84)
Maintenance of Plant	-	-	-	-	-
Community Services	-	-	-	-	-
Debt Service	-	-	-	-	-
Other Financing Uses	-	-	-	-	-
	$ -	$ 1,483.10	(1,483.10)	$ 248,963.80	(247,480.70)

Baker County School Board

Revenue and Expenditure Report - CARES and GEER 4420
For the Month Ending September 30, 2022

	2022-2023	
Revenues	Budget	Actual
Federal	-	-
State	-	-
Local (interest on checking account)	-	-
Other/Transfers	-	-
	-	-

				30-Sep-21	
Expenditures	Budget	Actual	Difference	Actual	Difference
Instruction	$ -	$ -	-	$ 243.07	(243.07)
Pupil Personnel Services	-	-	-	-	-
Instructional Media Services	-	-	-	-	-
Instruction & Curriculum Development Services	-	-	-	-	-
Instructional Staff Training Services	-	-	-	-	-
Instruction Related Technology	-	-	-	-	-
Board	-	-	-	-	-
General Administration	-	-	-	-	-
School Administration	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-	-
Fiscal Services	-	-	-	-	-
Central Services	-	-	-	-	-
Pupil Transportation Services	-	-	-	23,575.49	(23,575.49)
Site Misc. Expense	-	-	-	-	-
Maintenance of Plant	-	-	-	-	-
Community Services	-	-	-	-	-
Debt Service	-	-	-	-	-
Other Financing Uses	-	-	-	-	-
	$ -	$ -	-	$ 23,818.56	(23,818.56)

Baker County School Board

Revenue and Expenditure Report - ESSER II 4430
For the Month Ending September 30, 2022

2022-2023

Revenues	Budget	Actual
Federal	2,199,611.26	935,412.80
State	-	-
Local (interest on checking account)	-	-
Other/Transfers	-	-
	2,199,611.26	935,412.80

Expenditures	Budget	Actual	Difference	30-Sep-21 Actual	Difference
Instruction	$ 375,894.73	$ 50,190.49	325,704.24	$ -	50,190.49
Pupil Personnel Services	2,063.35	343.44	1,719.91	-	343.44
Instructional Media Services	40,000.00	-	40,000.00	-	-
Instruction & Curriculum Development Services	12,000.00	-	12,000.00	-	-
Instructional Staff Training Services	3,792.84	-	3,792.84	-	-
Instruction Related Technology	-	-	-	-	-
Board	-	-	-	-	-
General Administration	118,389.16	-	118,389.16	-	-
School Administration	-	-	-	-	-
Facilities Acquisition & Construction	1,547,298.18	888,564.77	658,733.41	-	888,564.77
Fiscal Services	-	-	-	-	-
School Food Service	-	-	-	-	-
Central Services	-	-	-	-	-
Pupil Transportation Services	86,357.00	-	86,357.00	-	-
Site Misc. Expense	13,816.00	7,350.00	6,466.00	-	7,350.00
Maintenance of Plant	-	-	-	-	-
Admin Technology Services	-	-	-	-	-
Community Services	-	-	-	-	-
Debt Service	-	-	-	-	-
Other Financing Uses	-	-	-	-	-
	$ 2,199,611.26	$ 946,448.70	1,253,162.56	$ -	946,448.70

Baker County School Board

Revenue and Expenditure Report - ESSER III 4450
For the Month Ending September 30, 2022

	2022-2023	
Revenues	Budget	Actual
Federal	8,325,103.00	738,742.23
State	-	-
Local (interest on checking account)	-	-
Other/Transfers	-	-
	8,325,103.00	738,742.23

				30-Sep-21	
Expenditures	Budget	Actual	Difference	Actual	Difference
Instruction	$ 2,372,753.94	$ 295,831.84	2,076,922.10	$ -	295,831.84
Pupil Personnel Services	369,827.47	26,242.81	343,584.66	-	26,242.81
Instructional Media Services	-	-	-	-	-
Instruction & Curriculum Development Services	11,529.87	1,298.72	10,231.15	-	1,298.72
Instructional Staff Training Services	21,990.00	5,000.00	16,990.00	-	5,000.00
Instruction Related Technology	-	-	-	-	-
Board	-	-	-	-	-
General Administration	177,233.02	7,914.63	169,318.39	-	7,914.63
School Administration	6,285.00	-	6,285.00	-	-
Facilities Acquisition & Construction	3,571,024.08	367,895.59	3,203,128.49	-	367,895.59
Fiscal Services	228,485.58	13,827.40	214,658.18	-	13,827.40
School Food Service	22,007.78	11,689.95	10,317.83	-	11,689.95
Central Services	30,000.00	-	30,000.00	-	-
Pupil Transportation Services	1,462,863.26	51,653.80	1,411,209.46	-	51,653.80
Site Misc. Expense	51,103.00	1,096.68	50,006.32	-	1,096.68
Maintenance of Plant	-	-	-	-	-
Admin Technology Services	-	-	-	-	-
Community Services	-	-	-	-	-
Debt Service	-	-	-	-	-
Other Financing Uses	-	-	-	-	-
	$ 8,325,103.00	$ 782,451.42	7,542,651.58	$ -	782,451.42

Baker County School Board

Revenue and Expenditure Report - ARP - Other Relief 4460
For the Month Ending September 30, 2022

2022-2023

Revenues	Budget	Actual
Federal	310,173.74	13,713.10
State	-	-
Local (interest on checking account)	-	-
Other/Transfers	-	-
	310,173.74	13,713.10

Expenditures	Budget	Actual	Difference	**30-Sep-21** Actual	Difference
Instruction	$ 119,403.00	$ 5,608.35	113,794.65	$ -	5,608.35
Pupil Personnel Services	2,316.56	-	2,316.56	-	-
Instructional Media Services	-	-	-	-	-
Instruction & Curriculum Development Services	162,831.00	9,600.00	153,231.00	-	9,600.00
Instructional Staff Training Services	7,500.00	-	7,500.00	-	-
Instruction Related Technology	-	-	-	-	-
Board	-	-	-	-	-
General Administration	1,660.65	-	1,660.65	-	-
School Administration	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-	-
Fiscal Services	-	-	-	-	-
School Food Service	-	-	-	-	-
Central Services	8,197.00	-	8,197.00	-	-
Pupil Transportation Services	500.00	-	500.00	-	-
Site Misc. Expense	-	-	-	-	-
Maintenance of Plant	-	-	-	-	-
Admin Technology Services	-	-	-	-	-
Community Services	7,765.53	286.00	7,479.53	-	286.00
Debt Service	-	-	-	-	-
Other Financing Uses	-	-	-	-	-
	$ 310,173.74	$ 15,494.35	294,679.39	$ -	15,494.35

Baker County School Board

Revenue and Expenditure Report - Debt Service Funds
For the Month Ending September 30, 2022

		2022-2023
Revenues	Budget	Actual
Federal	-	-
State	-	-
Local		
Other/Transfers		
Beg Fund Balance		
	-	-

				30-Sep-21	
Expenditures	Budget	Actual	Difference	Actual	Difference
Debt Service	-	-	-	-	-
Other Financing Uses	-	-	-	-	-
Ending Fund Balance			-		
	-	-	-	-	-

Baker County School Board

Revenue and Expenditure Report - PECO
For the Month Ending September 30, 2022

		2022-2023
Revenues	Budget	Actual
Federal	-	-
State	6,495,844.77	-
Local	-	-
Other/Transfers	-	-
Beg Fund Balance	4,787,779.00	
	11,283,623.77	-

				30-Sep-21	
Expenditures	Budget	Actual	Difference	Actual	Difference
Facilities Acquistion & Construction	11,283,623.77	1,947,091.70	9,336,532.07	2,050,205.78	(103,114.08)
Other Financing Uses	-	-	-	-	-
Ending Fund Balance	-	-	-	-	
	11,283,623.77	1,947,091.70	9,336,532.07	2,050,205.78	(103,114.08)

Baker County School Board

Revenue and Expenditure Report - CO & DS
For the Month Ending September 30, 2022

	2022-2023	
Revenues	Budget	Actual
Federal	-	-
State	165,112.00	-
Local	-	-
Other/Transfers	-	-
Beg Fund Balance	164,344.00	
	329,456.00	-

				30-Sep-21	
Expenditures	Budget	Actual	Difference	Actual	Difference
Facilities Acquisition & Construction	329,456.00	-	329,456.00	-	-
Other Financing Uses	-	-	-	-	-
Ending Fund Balance	-		-		
	329,456.00	-	329,456.00	-	-

Baker County School Board

Revenue and Expenditure Report - LCIF (2 MIL)
For the Month Ending September 30, 2022

		2022-2023
Revenues	Budget	Actual
Federal	-	-
State	-	-
Local	2,105,333.00	8,232.32
Other/Transfers	-	-
Beg Fund Balance	1,852,442.00	
	3,957,775.00	8,232.32

				30-Sep-21	
Expenditures	Budget	Actual	Difference	Actual	Difference
Facilities Acquisition & Construction	3,957,775.00	-	3,957,775.00	-	-
Buses	-	-	-	-	-
Other Financing Uses	-	-	-	-	-
Ending Fund Balance	-		-		
	3,957,775.00	-	3,957,775.00	-	-

Baker County School Board

Revenue and Expenditure Report - Impact Fees
For the Month Ending September 30, 2022

	2022-2023	
Revenues	Budget	Actual
Federal	-	-
State	-	-
Local	350,000.00	88,905.60
Other Financing Uses	-	-
Beg Fund Balance	1,959,389.00	
	2,309,389.00	88,905.60

				30-Sep-21	
Expenditures	Budget	Actual	Difference	Actual	Difference
Facilities Acquisition Construction	2,309,389.00	-	2,309,389.00	-	-
Other Financing Uses	-	-	-	-	-
Ending Fund Balance	-		-		
	2,309,389.00	-	2,309,389.00	-	-

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000A1111	0001	0000	00000	00000	00000	GENERAL FUND/CASH/Fund Check	13,206,781.65	13,037,717.74	169,063.91	6,151,250.48
1000A1111	0002	0000	00000	00000	00000	GENERAL FUND/CASH/Payroll Ch	6,088,562.84	5,797,963.38	290,599.46	670,665.22
1000A1111	0003	0000	00000	00000	00000	GENERAL FUND/CASH/Accounts P	5,097,031.96	4,931,669.73	165,362.23	41,902.03
1000A1115	0000	0000	00000	00000	00000	GENERAL FUND/CASH INT EARNIN	2,267.13	0.00	2,267.13	1,855,909.33
1000A1141	0000	0000	00000	00000	00000	GENERAL FUND/DUE FROM OTHER	4,090,008.11	4,123,298.78	33,290.67CR	210,000.00
1000A1150	0000	0000	00000	00000	00000	GENERAL FUND/MAINTENANCE INV	0.00	0.00	0.00	25,539.85
1000A1151	0000	0000	00000	00000	00000	GENERAL FUND/TRANSPORTATION	0.00	0.00	0.00	68,476.24
1000A1152	0000	0000	00000	00000	00000	GENERAL FUND/WAREHOUSE INVEN	0.00	0.00	0.00	11,244.96
1000A1153	0000	0000	00000	00000	00000	GENERAL FUND/CUSTODIAL INVEN	0.00	0.00	0.00	61,183.14
1000A1164	0000	0000	00000	00000	00000	GENERAL FUND/INVESTMENTS SBA	1,891.53	0.00	1,891.53	338,875.96
1000A1220	0000	0000	00000	00000	00000	GENERAL FUND/DUE FROM OTHER	0.00	141,146.70	141,146.70CR	0.00
1000L2110	0000	0000	00000	00000	00000	GENERAL FUND/SAL, BEN & PYRL	5,732,486.59	5,732,486.59	0.00	7,703.63CR
1000L2120	0000	0000	00000	00000	00000	GENERAL FUND/ACCOUNTS PAYABL	3,736,892.24	3,736,892.24	0.00	335.84CR
1000L2160	0000	0000	00000	00000	00000	GENERAL FUND/DUE TO OTHER FU	4,123,298.78	4,103,322.48	19,976.30	0.00
1000L2170	0000	0000	00000	00000	00000	GENERAL FUND/FEDERAL INCOME	325,819.39	325,819.39	0.00	0.00
1000L2171	0000	0000	00000	00000	00000	GENERAL FUND/F.I.C.A. TAX PA	637,111.32	637,291.80	180.48CR	50.04CR
1000L2172	0000	0000	00000	00000	00000	GENERAL FUND/RETIREMENT PAYA	355,443.19	647,716.19	292,273.00CR	292,256.40CR
1000L2173	0000	0000	00000	00000	00000	GENERAL FUND/INSURANCE PAYAB	967,389.86	519,884.53	447,505.33	162,077.09CR
1000L2174	0000	0000	00000	00000	00000	GENERAL FUND/ANNUITIES PAYAB	137,935.74	137,935.74	0.00	0.00
1000L2175	0000	0000	00000	00000	00000	GENERAL FUND/PROFESSIONAL DU	19,470.57	19,443.82	26.75	26.75
1000L2177	0000	0000	00000	00000	00000	GENERAL FUND/FOUNDATION PAYA	1,826.93	1,824.93	2.00	2.00
1000L2178	0000	0000	00000	00000	00000	GENERAL FUND/GARNISHMENT/NON	283.28	283.28	0.00	745.88
1000L2179	0000	0000	00000	00000	00000	GENERAL FUND/OTHER DEDUCTION	139.84	139.84	0.00	0.00
1000L2220	0000	0000	00000	00000	00000	GENERAL FUND/DEPOSITS PAYABL	53,684.08	66,223.68	12,539.60CR	3,956.83CR
1000L2230	0000	0000	00000	00000	00000	GENERAL FUND/DUE TO OTHER AG	726.00	816.00	90.00CR	120.00CR
1000Q1520	0000	0000	00000	00000	00000	GENERAL FUND/ENCUMBRANCES/NO	1,692,298.66	1,304,735.01	387,563.65	824,068.66
1000Q1530	0000	0000	00000	00000	00000	GENERAL FUND/EXPENDITURES/NO	8,574,786.41	282,298.60	8,292,487.81	440,586,591.66
1000Q2520	0000	0000	00000	00000	00000	GENERAL FUND/REVENUE/NON-DES	148,756.14	9,058,418.14	8,909,662.00CR	441,965,671.24CR
1000Q2710	0000	0000	00000	00000	00000	GENERAL FUND/RESERVED STATE	0.00	0.00	0.00	183,973.49CR
1000Q2720	0000	0000	00000	00000	00000	GENERAL FUND/RESERVED FOR EN	1,304,735.01	1,692,298.66	387,563.65CR	824,068.66CR
1000Q2760	0000	0000	00000	00000	00000	GENERAL FUND/UNRESERVED FUND	0.00	0.00	0.00	7,258,724.44CR
1000Q2762	0000	0000	00000	00000	00000	GENERAL FUND/DESG INS LOSS R	0.00	0.00	0.00	147,544.50CR
** Total Fund 1000		Balance Sheet		Count	32		56,299,627.25	56,299,627.25	0.00	0.00
1000R0000	3191	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	5,113.64	10,119.23	5,005.59CR	
1000R0000	3202	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	44,100.00	64,555.71	20,455.71CR	
1000R0000	3294	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	10,329.55	10,638.59	309.04CR	
1000R0000	3310	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	0.00	7,249,740.00	7,249,740.00CR	
1000R0000	3315	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	0.00	46,320.00	46,320.00CR	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Source/Project	Debits	Credits	Net DB-CR	Ending Bal
1000R0000	3343	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	0.00	2,056.77	2,056.77CR	
1000R0000	3355	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	0.00	1,150,284.00	1,150,284.00CR	
1000R0000	3371	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	0.00	94,311.06	94,311.06CR	
1000R0000	3372	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	2,386.24	6,860.13	4,473.89CR	
1000R0000	3390	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	86,717.15	163,812.77	77,095.62CR	
1000R0000	3411	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	0.00	4,800.37	4,800.37CR	
1000R0000	3425	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	0.00	6,881.24	6,881.24CR	
1000R0000	3430	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	69.56	14,237.25	14,167.69CR	
1000R0000	3440	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	0.00	7,859.06	7,859.06CR	
1000R0000	3461	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	0.00	1,680.00	1,680.00CR	
1000R0000	3462	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	0.00	770.00	770.00CR	
1000R0000	3472	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	0.00	70,374.00	70,374.00CR	
1000R0000	3473	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	0.00	67,167.00	67,167.00CR	
1000R0000	3490	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	40.00	3,128.34	3,088.34CR	
1000R0000	3495	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	0.00	4,512.40	4,512.40CR	
1000R0000	3497	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	0.00	3,039.22	3,039.22CR	
1000R0000	3630	0000	00000	00000	00000	GENERAL FUND/TO CORRECT FUNC	0.00	75,271.00	75,271.00CR	
** Total Fund 1000 Operating Revenue Count 22							148,756.14	9,058,418.14	8,909,662.00CR	
1000E5100	0120	0012	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	385,606.28	4,129.62	381,476.66	
1000E5100	0120	0012	01008	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	738.55	0.00	738.55	
1000E5100	0120	0012	01024	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	18,437.84	0.00	18,437.84	
1000E5100	0120	0012	01304	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	504.00	0.00	504.00	
1000E5100	0120	0013	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	257,550.12	3,908.90	253,641.22	
1000E5100	0120	0013	01180	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	6,565.88	0.00	6,565.88	
1000E5100	0120	0013	02100	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	187.75	0.00	187.75	
1000E5100	0120	0022	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	151,981.48	2,907.72	149,073.76	
1000E5100	0120	0031	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	223,699.33	5,079.40	218,619.93	
1000E5100	0120	0032	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	493,030.15	3,876.96	489,153.19	
1000E5100	0120	0032	01303	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	282.00	0.00	282.00	
1000E5100	0120	0091	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	189,006.62	1,938.48	187,068.14	
1000E5100	0120	0091	01180	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	13,182.96	0.00	13,182.96	
1000E5100	0130	0031	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	60.00	0.00	60.00	
1000E5100	0140	0012	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	13,233.49	0.00	13,233.49	
1000E5100	0140	0013	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	3,148.78	0.00	3,148.78	
1000E5100	0140	0022	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	6,428.33	0.00	6,428.33	
1000E5100	0140	0031	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	12,014.41	0.00	12,014.41	
1000E5100	0140	0032	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	4,002.88	0.00	4,002.88	
1000E5100	0140	0091	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	6,876.22	0.00	6,876.22	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E5100	0150	0012	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	6,804.54	0.00	6,804.54	
1000E5100	0150	0012	01304	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	739.10	0.00	739.10	
1000E5100	0150	0013	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	11,699.46	0.00	11,699.46	
1000E5100	0150	0022	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	9,742.44	206.70	9,535.74	
1000E5100	0150	0031	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	9,833.61	0.00	9,833.61	
1000E5100	0150	0032	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	2,776.92	0.00	2,776.92	
1000E5100	0150	0091	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	7,125.82	158.85	6,966.97	
1000E5100	0160	0012	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	338.82	0.00	338.82	
1000E5100	0160	0012	01304	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,128.89	0.00	1,128.89	
1000E5100	0210	0012	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	48,254.88	179.74	48,075.14	
1000E5100	0210	0012	01008	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	87.97	0.00	87.97	
1000E5100	0210	0012	01024	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	2,195.92	0.00	2,195.92	
1000E5100	0210	0012	01304	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	282.52	0.00	282.52	
1000E5100	0210	0013	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	32,981.29	0.00	32,981.29	
1000E5100	0210	0013	01180	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	782.00	0.00	782.00	
1000E5100	0210	0022	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	19,042.77	24.62	19,018.15	
1000E5100	0210	0031	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	28,582.00	27.77	28,554.23	
1000E5100	0210	0032	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	59,258.05	0.00	59,258.05	
1000E5100	0210	0032	01303	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	33.60	0.00	33.60	
1000E5100	0210	0091	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	23,856.71	18.92	23,837.79	
1000E5100	0210	0091	01180	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,570.08	0.00	1,570.08	
1000E5100	0220	0012	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	29,775.02	86.65	29,688.37	
1000E5100	0220	0012	01008	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	56.49	0.00	56.49	
1000E5100	0220	0012	01024	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,410.52	0.00	1,410.52	
1000E5100	0220	0012	01304	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	171.94	0.00	171.94	
1000E5100	0220	0013	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	20,141.63	83.77	20,057.86	
1000E5100	0220	0013	01180	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	499.64	0.00	499.64	
1000E5100	0220	0013	02100	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	14.36	0.00	14.36	
1000E5100	0220	0022	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	12,230.85	15.81	12,215.04	
1000E5100	0220	0031	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	18,089.50	62.43	18,027.07	
1000E5100	0220	0032	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	36,884.48	0.00	36,884.48	
1000E5100	0220	0032	01303	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	19.60	0.00	19.60	
1000E5100	0220	0091	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	14,745.64	7.29	14,738.35	
1000E5100	0220	0091	01180	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	965.07	0.00	965.07	
1000E5100	0230	0012	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	27,394.36	0.00	27,394.36	
1000E5100	0230	0012	01024	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	8.10	0.00	8.10	
1000E5100	0230	0013	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	20,435.04	53.26	20,381.78	
1000E5100	0230	0013	01180	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	23.10	0.00	23.10	
1000E5100	0230	0022	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	14,652.60	1,203.30	13,449.30	
1000E5100	0230	0031	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	14,505.18	7.70	14,497.48	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E5100	0230	0032	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	43,601.77	275.21	43,326.56	
1000E5100	0230	0091	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	20,325.20	183.84	20,141.36	
1000E5100	0230	0091	01180	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	829.68	0.00	829.68	
1000E5100	0310	0012	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	533.75	0.00	533.75	
1000E5100	0310	0012	01005	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	58.00	0.00	58.00	
1000E5100	0360	0012	01052	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,600.23	0.00	1,600.23	
1000E5100	0360	0013	01052	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	2,115.09	0.00	2,115.09	
1000E5100	0360	0022	01052	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,499.37	0.00	1,499.37	
1000E5100	0360	0031	01052	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	2,115.09	0.00	2,115.09	
1000E5100	0360	0032	01052	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,524.87	0.00	1,524.87	
1000E5100	0360	0091	01052	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	2,115.09	0.00	2,115.09	
1000E5100	0369	0012	01012	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	0.00	288.00	288.00CR	
1000E5100	0369	0012	01030	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	13,686.50	0.00	13,686.50	
1000E5100	0369	0013	00013	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	189.92	0.00	189.92	
1000E5100	0369	0031	00031	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	5,940.00	0.00	5,940.00	
1000E5100	0369	0032	00032	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	3,097.00	0.00	3,097.00	
1000E5100	0369	9001	01015	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	84.23	0.00	84.23	
1000E5100	0370	0013	00013	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	480.00	0.00	480.00	
1000E5100	0370	0031	00031	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	480.00	0.00	480.00	
1000E5100	0370	0032	00032	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,347.19	0.00	1,347.19	
1000E5100	0370	0091	00091	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	396.00	0.00	396.00	
1000E5100	0510	0012	00012	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	5,299.07	0.00	5,299.07	
1000E5100	0510	0012	01140	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	16,155.72	0.00	16,155.72	
1000E5100	0510	0013	00013	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	4,233.94	31.70	4,202.24	
1000E5100	0510	0013	01140	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	10,770.48	0.00	10,770.48	
1000E5100	0510	0022	00022	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	3,967.52	0.00	3,967.52	
1000E5100	0510	0022	01084	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	380.04	0.00	380.04	
1000E5100	0510	0022	01140	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	5,983.60	0.00	5,983.60	
1000E5100	0510	0031	00031	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,720.68	0.00	1,720.68	
1000E5100	0510	0031	01140	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	9,274.58	0.00	9,274.58	
1000E5100	0510	0032	00032	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	982.62	4.80	977.82	
1000E5100	0510	0032	01028	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	509.97	0.00	509.97	
1000E5100	0510	0032	01140	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	19,745.88	0.00	19,745.88	
1000E5100	0510	0091	00091	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	4,384.02	0.00	4,384.02	
1000E5100	0510	0091	01140	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	9,274.58	0.00	9,274.58	
1000E5100	0510	0091	01850	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	35.08	0.00	35.08	
1000E5100	0519	0012	00012	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,513.45	0.00	1,513.45	
1000E5100	0519	0013	00013	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	674.03	0.00	674.03	
1000E5100	0519	0022	00022	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	178.47	0.00	178.47	
1000E5100	0519	0031	00031	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	235.96	0.00	235.96	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E5100	0519	0032	00032	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	317.49	0.00	317.49	
1000E5100	0519	0091	00091	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	786.22	0.00	786.22	
1000E5100	0520	0012	01002	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	8,514.76	0.00	8,514.76	
1000E5100	0520	0012	01212	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	20,764.55	0.00	20,764.55	
1000E5100	0520	0022	01002	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	30,774.00	0.00	30,774.00	
1000E5100	0520	0031	01002	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	429.72	0.00	429.72	
1000E5100	0520	0032	01002	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	230,229.77	35,494.00	194,735.77	
1000E5100	0641	0032	01030	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	0.00	10,762.05	10,762.05CR	
1000E5100	0642	0012	00012	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	938.04	0.00	938.04	
1000E5100	0642	0013	00013	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	201.13	0.00	201.13	
1000E5100	0642	0013	01030	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	0.00	2,337.98	2,337.98CR	
1000E5100	0642	0022	00022	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	429.23	0.00	429.23	
1000E5100	0642	0031	00031	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	84.95	0.00	84.95	
1000E5100	0642	0032	00032	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,527.64	0.00	1,527.64	
1000E5100	0644	0012	00012	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	839.34	0.00	839.34	
1000E5100	0644	9001	01041	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	200,000.00	0.00	200,000.00	
1000E5100	0649	0032	00032	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	137.20	0.00	137.20	
1000E5100	0730	0011	01017	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,200.00	0.00	1,200.00	
1000E5100	0730	0012	00012	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	19.90	0.00	19.90	
1000E5100	0730	0012	01017	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,200.00	0.00	1,200.00	
1000E5100	0730	0013	01017	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,200.00	0.00	1,200.00	
1000E5100	0730	0022	01017	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	900.00	0.00	900.00	
1000E5100	0730	0031	01017	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,200.00	0.00	1,200.00	
1000E5100	0730	0032	01017	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,200.00	0.00	1,200.00	
1000E5100	0730	0091	01017	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,200.00	0.00	1,200.00	
1000E5100	0730	9001	01017	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	1,200.00	0.00	1,200.00	
1000E5100	0750	0012	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	4,646.97	0.00	4,646.97	
1000E5100	0750	0013	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	5,899.05	1,095.00	4,804.05	
1000E5100	0750	0022	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	2,753.70	0.00	2,753.70	
1000E5100	0750	0031	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	6,615.81	587.82	6,027.99	
1000E5100	0750	0032	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	10,843.51	0.00	10,843.51	
1000E5100	0750	0091	00000	00000	00000	GENERAL FUND/K-12 INSTRUCTIO	3,357.80	0.00	3,357.80	
1000E5200	0120	0012	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	48,789.24	1,116.75	47,672.49	
1000E5200	0120	0012	01008	00000	00000	GENERAL FUND/EXCEPTIONAL STU	164.40	0.00	164.40	
1000E5200	0120	0013	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	24,916.55	969.24	23,947.31	
1000E5200	0120	0022	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	33,413.33	726.93	32,686.40	
1000E5200	0120	0031	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	27,026.76	1,703.34	25,323.42	
1000E5200	0120	0031	01180	00000	00000	GENERAL FUND/EXCEPTIONAL STU	7,566.64	0.00	7,566.64	
1000E5200	0120	0032	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	49,881.48	1,938.48	47,943.00	
1000E5200	0120	0091	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	12,936.60	969.24	11,967.36	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E5200	0140	0012	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	7,104.82	0.00	7,104.82	
1000E5200	0140	0032	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	1,628.44	0.00	1,628.44	
1000E5200	0140	0091	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	4,168.14	0.00	4,168.14	
1000E5200	0150	0012	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	27,744.70	797.95	26,946.75	
1000E5200	0150	0013	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	8,785.34	0.00	8,785.34	
1000E5200	0150	0022	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	13,506.67	0.00	13,506.67	
1000E5200	0150	0022	01602	00000	00000	GENERAL FUND/EXCEPTIONAL STU	6,245.01	0.00	6,245.01	
1000E5200	0150	0031	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	9,345.17	0.00	9,345.17	
1000E5200	0150	0032	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	20,409.79	137.63	20,272.16	
1000E5200	0150	0091	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	5,268.12	0.00	5,268.12	
1000E5200	0210	0012	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	9,115.11	228.04	8,887.07	
1000E5200	0210	0012	01008	00000	00000	GENERAL FUND/EXCEPTIONAL STU	19.58	0.00	19.58	
1000E5200	0210	0013	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	3,902.87	0.00	3,902.87	
1000E5200	0210	0022	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	6,053.13	0.00	6,053.13	
1000E5200	0210	0022	01602	00000	00000	GENERAL FUND/EXCEPTIONAL STU	748.71	0.00	748.71	
1000E5200	0210	0031	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	4,051.62	87.43	3,964.19	
1000E5200	0210	0031	01180	00000	00000	GENERAL FUND/EXCEPTIONAL STU	901.16	0.00	901.16	
1000E5200	0210	0032	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	8,140.88	16.39	8,124.49	
1000E5200	0210	0091	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	2,052.65	0.00	2,052.65	
1000E5200	0220	0012	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	6,561.95	141.53	6,420.42	
1000E5200	0220	0012	01008	00000	00000	GENERAL FUND/EXCEPTIONAL STU	12.57	0.00	12.57	
1000E5200	0220	0013	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	2,627.63	0.00	2,627.63	
1000E5200	0220	0022	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	3,892.51	0.00	3,892.51	
1000E5200	0220	0022	01602	00000	00000	GENERAL FUND/EXCEPTIONAL STU	466.90	0.00	466.90	
1000E5200	0220	0031	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	2,840.98	64.96	2,776.02	
1000E5200	0220	0031	01180	00000	00000	GENERAL FUND/EXCEPTIONAL STU	499.37	0.00	499.37	
1000E5200	0220	0032	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	5,040.37	9.05	5,031.32	
1000E5200	0220	0091	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	1,718.20	0.00	1,718.20	
1000E5200	0230	0012	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	7,075.15	0.00	7,075.15	
1000E5200	0230	0013	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	2,639.22	0.00	2,639.22	
1000E5200	0230	0022	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	4,413.81	0.00	4,413.81	
1000E5200	0230	0022	01602	00000	00000	GENERAL FUND/EXCEPTIONAL STU	700.25	13.38	686.87	
1000E5200	0230	0031	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	1,037.61	0.00	1,037.61	
1000E5200	0230	0031	01180	00000	00000	GENERAL FUND/EXCEPTIONAL STU	1,037.34	0.00	1,037.34	
1000E5200	0230	0032	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	7,249.17	0.00	7,249.17	
1000E5200	0230	0091	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	914.19	0.00	914.19	
1000E5200	0310	0012	01006	00000	00000	GENERAL FUND/EXCEPTIONAL STU	5,391.50	0.00	5,391.50	
1000E5200	0310	0013	01006	00000	00000	GENERAL FUND/EXCEPTIONAL STU	5,017.25	0.00	5,017.25	
1000E5200	0310	0022	01006	00000	00000	GENERAL FUND/EXCEPTIONAL STU	10,199.25	0.00	10,199.25	
1000E5200	0310	0031	01006	00000	00000	GENERAL FUND/EXCEPTIONAL STU	2,939.25	0.00	2,939.25	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E5200	0310	0032	01006	00000	00000	GENERAL FUND/EXCEPTIONAL STU	8,501.13	0.00	8,501.13	
1000E5200	0310	0091	01006	00000	00000	GENERAL FUND/EXCEPTIONAL STU	12,475.88	0.00	12,475.88	
1000E5200	0310	9006	01006	00000	00000	GENERAL FUND/EXCEPTIONAL STU	2,636.96	0.00	2,636.96	
1000E5200	0370	0032	00032	00000	00000	GENERAL FUND/EXCEPTIONAL STU	228.50	0.00	228.50	
1000E5200	0510	0012	00012	00000	00000	GENERAL FUND/EXCEPTIONAL STU	1,467.95	0.00	1,467.95	
1000E5200	0510	0012	01140	00000	00000	GENERAL FUND/EXCEPTIONAL STU	2,094.26	0.00	2,094.26	
1000E5200	0510	0013	00013	00000	00000	GENERAL FUND/EXCEPTIONAL STU	109.99	0.00	109.99	
1000E5200	0510	0013	01140	00000	00000	GENERAL FUND/EXCEPTIONAL STU	897.54	0.00	897.54	
1000E5200	0510	0022	01140	00000	00000	GENERAL FUND/EXCEPTIONAL STU	1,495.90	0.00	1,495.90	
1000E5200	0510	0031	01140	00000	00000	GENERAL FUND/EXCEPTIONAL STU	1,495.90	0.00	1,495.90	
1000E5200	0510	0032	00032	00000	00000	GENERAL FUND/EXCEPTIONAL STU	149.08	0.00	149.08	
1000E5200	0510	0032	01140	00000	00000	GENERAL FUND/EXCEPTIONAL STU	1,495.90	0.00	1,495.90	
1000E5200	0510	0091	00091	00000	00000	GENERAL FUND/EXCEPTIONAL STU	24.98	0.00	24.98	
1000E5200	0510	0091	01140	00000	00000	GENERAL FUND/EXCEPTIONAL STU	299.18	0.00	299.18	
1000E5200	0519	0012	00012	00000	00000	GENERAL FUND/EXCEPTIONAL STU	265.50	0.00	265.50	
1000E5200	0519	0031	00031	00000	00000	GENERAL FUND/EXCEPTIONAL STU	67.99	0.00	67.99	
1000E5200	0519	9006	01026	00000	00000	GENERAL FUND/EXCEPTIONAL STU	133.98	0.00	133.98	
1000E5200	0642	0012	00012	00000	00000	GENERAL FUND/EXCEPTIONAL STU	126.45	0.00	126.45	
1000E5200	0642	0032	00032	00000	00000	GENERAL FUND/EXCEPTIONAL STU	278.87	0.00	278.87	
1000E5200	0750	0012	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	6,000.14	0.00	6,000.14	
1000E5200	0750	0013	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	3,255.67	0.00	3,255.67	
1000E5200	0750	0022	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	7,695.84	0.00	7,695.84	
1000E5200	0750	0022	01602	00000	00000	GENERAL FUND/EXCEPTIONAL STU	299.94	0.00	299.94	
1000E5200	0750	0031	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	2,377.27	169.31	2,207.96	
1000E5200	0750	0032	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	90.34	0.00	90.34	
1000E5200	0750	0091	00000	00000	00000	GENERAL FUND/EXCEPTIONAL STU	1,695.34	0.00	1,695.34	
1000E5300	0120	0012	00000	00000	00000	GENERAL FUND/CAREER EDUCATIO	137,630.91	5,537.70	132,093.21	
1000E5300	0120	0012	01870	00000	00000	GENERAL FUND/CAREER EDUCATIO	600.00	0.00	600.00	
1000E5300	0120	0013	01870	00000	00000	GENERAL FUND/CAREER EDUCATIO	1,200.00	0.00	1,200.00	
1000E5300	0120	0022	01870	00000	00000	GENERAL FUND/CAREER EDUCATIO	600.00	0.00	600.00	
1000E5300	0120	0032	00000	00000	00000	GENERAL FUND/CAREER EDUCATIO	20,096.04	0.00	20,096.04	
1000E5300	0120	0032	01870	00000	00000	GENERAL FUND/CAREER EDUCATIO	600.00	0.00	600.00	
1000E5300	0120	0091	01870	00000	00000	GENERAL FUND/CAREER EDUCATIO	600.00	0.00	600.00	
1000E5300	0140	0012	00000	00000	00000	GENERAL FUND/CAREER EDUCATIO	7,106.55	0.00	7,106.55	
1000E5300	0210	0012	00000	00000	00000	GENERAL FUND/CAREER EDUCATIO	16,789.27	128.62	16,660.65	
1000E5300	0210	0032	00000	00000	00000	GENERAL FUND/CAREER EDUCATIO	2,393.48	0.00	2,393.48	
1000E5300	0220	0012	00000	00000	00000	GENERAL FUND/CAREER EDUCATIO	10,202.98	49.17	10,153.81	
1000E5300	0220	0012	01870	00000	00000	GENERAL FUND/CAREER EDUCATIO	44.61	0.00	44.61	
1000E5300	0220	0013	01870	00000	00000	GENERAL FUND/CAREER EDUCATIO	90.40	0.00	90.40	
1000E5300	0220	0022	01870	00000	00000	GENERAL FUND/CAREER EDUCATIO	45.73	0.00	45.73	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E5300	0220	0032	00000	00000	00000	GENERAL FUND/CAREER EDUCATIO	1,528.23	0.00	1,528.23	
1000E5300	0220	0032	01870	00000	00000	GENERAL FUND/CAREER EDUCATIO	45.90	0.00	45.90	
1000E5300	0220	0091	01870	00000	00000	GENERAL FUND/CAREER EDUCATIO	45.38	0.00	45.38	
1000E5300	0230	0012	00000	00000	00000	GENERAL FUND/CAREER EDUCATIO	10,071.84	0.00	10,071.84	
1000E5300	0230	0032	00000	00000	00000	GENERAL FUND/CAREER EDUCATIO	985.41	0.00	985.41	
1000E5300	0330	0012	01050	00000	00000	GENERAL FUND/CAREER EDUCATIO	108.09	0.00	108.09	
1000E5300	0330	0012	01870	00000	00000	GENERAL FUND/CAREER EDUCATIO	5,530.79	0.00	5,530.79	
1000E5300	0350	0012	01830	00000	00000	GENERAL FUND/CAREER EDUCATIO	13,638.49	6,050.00	7,588.49	
1000E5300	0369	0012	01830	00000	00000	GENERAL FUND/CAREER EDUCATIO	22,639.99	0.00	22,639.99	
1000E5300	0420	0012	01830	00000	00000	GENERAL FUND/CAREER EDUCATIO	409.51	0.00	409.51	
1000E5300	0510	0012	00012	00000	00000	GENERAL FUND/CAREER EDUCATIO	908.99	0.00	908.99	
1000E5300	0510	0012	01140	00000	00000	GENERAL FUND/CAREER EDUCATIO	5,026.06	0.00	5,026.06	
1000E5300	0510	0012	01830	00000	00000	GENERAL FUND/CAREER EDUCATIO	3,433.63	0.00	3,433.63	
1000E5300	0510	0032	01140	00000	00000	GENERAL FUND/CAREER EDUCATIO	897.54	0.00	897.54	
1000E5300	0519	0012	00012	00000	00000	GENERAL FUND/CAREER EDUCATIO	393.12	0.00	393.12	
1000E5300	0520	0012	01830	00000	00000	GENERAL FUND/CAREER EDUCATIO	10,083.30	0.00	10,083.30	
1000E5300	0520	0032	01830	00000	00000	GENERAL FUND/CAREER EDUCATIO	3,458.78	0.00	3,458.78	
1000E5300	0642	0012	00012	00000	00000	GENERAL FUND/CAREER EDUCATIO	466.53	0.00	466.53	
1000E5300	0642	0012	01830	00000	00000	GENERAL FUND/CAREER EDUCATIO	2,897.31	0.00	2,897.31	
1000E5300	0644	0012	01830	00000	00000	GENERAL FUND/CAREER EDUCATIO	5,940.00	0.00	5,940.00	
1000E5300	0649	0012	01830	00000	00000	GENERAL FUND/CAREER EDUCATIO	1,398.18	0.00	1,398.18	
1000E5300	0750	0012	00000	00000	00000	GENERAL FUND/CAREER EDUCATIO	2,084.18	0.00	2,084.18	
1000E5300	0750	0012	01050	00000	00000	GENERAL FUND/CAREER EDUCATIO	3,958.30	0.00	3,958.30	
1000E5300	0750	0013	01050	00000	00000	GENERAL FUND/CAREER EDUCATIO	1,549.90	0.00	1,549.90	
1000E5300	0750	0022	01050	00000	00000	GENERAL FUND/CAREER EDUCATIO	1,805.50	0.00	1,805.50	
1000E5300	0750	0031	01050	00000	00000	GENERAL FUND/CAREER EDUCATIO	4,373.30	0.00	4,373.30	
1000E5300	0750	0032	01050	00000	00000	GENERAL FUND/CAREER EDUCATIO	1,201.60	0.00	1,201.60	
1000E5300	0750	0091	01050	00000	00000	GENERAL FUND/CAREER EDUCATIO	1,438.70	0.00	1,438.70	
1000E5300	0750	1032	01050	00000	00000	GENERAL FUND/CAREER EDUCATIO	560.50	560.50	0.00	
1000E5400	0150	0011	01111	00000	00000	GENERAL FUND/ADULT GENERAL/A	65.38	0.00	65.38	
1000E5400	0150	0011	01115	00000	00400	GENERAL FUND/ADULT GENERAL/A	91.04	0.00	91.04	
1000E5400	0160	9001	01111	00000	00000	GENERAL FUND/ADULT GENERAL/O	8,848.05	0.00	8,848.05	
1000E5400	0210	0011	01111	00000	00000	GENERAL FUND/ADULT GENERAL/R	7.78	0.00	7.78	
1000E5400	0210	0011	01115	00000	00400	GENERAL FUND/ADULT GENERAL/R	10.84	0.00	10.84	
1000E5400	0210	9001	01111	00000	00000	GENERAL FUND/ADULT GENERAL/R	1,053.80	0.00	1,053.80	
1000E5400	0220	0011	01111	00000	00000	GENERAL FUND/ADULT GENERAL/S	4.68	0.00	4.68	
1000E5400	0220	0011	01115	00000	00400	GENERAL FUND/ADULT GENERAL/S	6.54	0.00	6.54	
1000E5400	0220	9001	01111	00000	00000	GENERAL FUND/ADULT GENERAL/S	652.75	0.00	652.75	
1000E5400	0230	0011	01111	00000	00000	GENERAL FUND/ADULT GENERAL/G	13.76	0.00	13.76	
1000E5400	0230	9001	01111	00000	00000	GENERAL FUND/ADULT GENERAL/G	825.93	0.00	825.93	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E5400	0369	0011	01113	00000	00400	GENERAL FUND/ADULT GENERAL/T	2,886.34	0.00	2,886.34	
1000E5400	0369	0011	01116	00000	00000	GENERAL FUND/ADULT GENERAL/T	911.34	0.00	911.34	
1000E5400	0379	0011	01115	00000	00000	GENERAL FUND/ADULT GENERAL/T	49.56	0.00	49.56	
1000E5400	0510	0011	01111	00000	00400	GENERAL FUND/ADULT GENERAL/S	910.84	0.00	910.84	
1000E5400	0510	0011	01113	00000	00400	GENERAL FUND/ADULT GENERAL/S	154.20	0.00	154.20	
1000E5400	0510	0011	01116	00000	00000	GENERAL FUND/ADULT GENERAL/S	400.00	0.00	400.00	
1000E5400	0520	0011	01831	00000	00000	GENERAL FUND/ADULT GENERAL/T	191.99	0.00	191.99	
1000E5500	0120	0011	01308	00000	00000	GENERAL FUND/OTHER INSTRUCTI	2,966.08	0.00	2,966.08	
1000E5500	0120	0022	01600	00000	00000	GENERAL FUND/OTHER INSTRUCTI	3.32	3.32	0.00	
1000E5500	0120	0022	01601	00000	00000	GENERAL FUND/OTHER INSTRUCTI	1,962.94	0.00	1,962.94	
1000E5500	0150	0022	01172	00000	00000	GENERAL FUND/OTHER INSTRUCTI	6,419.96	0.00	6,419.96	
1000E5500	0150	0022	01173	00000	00000	GENERAL FUND/OTHER INSTRUCTI	1,208.24	0.00	1,208.24	
1000E5500	0150	0022	01414	00000	00000	GENERAL FUND/OTHER INSTRUCTI	25,100.25	0.00	25,100.25	
1000E5500	0150	0022	01600	00000	00000	GENERAL FUND/OTHER INSTRUCTI	35,069.26	0.00	35,069.26	
1000E5500	0150	0022	01601	00000	00000	GENERAL FUND/OTHER INSTRUCTI	463.25	0.00	463.25	
1000E5500	0210	0011	01308	00000	00000	GENERAL FUND/OTHER INSTRUCTI	86.40	0.00	86.40	
1000E5500	0210	0022	01172	00000	00000	GENERAL FUND/OTHER INSTRUCTI	764.62	0.00	764.62	
1000E5500	0210	0022	01173	00000	00000	GENERAL FUND/OTHER INSTRUCTI	143.91	0.00	143.91	
1000E5500	0210	0022	01414	00000	00000	GENERAL FUND/OTHER INSTRUCTI	3,003.34	0.00	3,003.34	
1000E5500	0210	0022	01600	00000	00000	GENERAL FUND/OTHER INSTRUCTI	4,191.11	0.00	4,191.11	
1000E5500	0210	0022	01601	00000	00000	GENERAL FUND/OTHER INSTRUCTI	460.45	0.00	460.45	
1000E5500	0220	0011	01308	00000	00000	GENERAL FUND/OTHER INSTRUCTI	226.92	0.00	226.92	
1000E5500	0220	0022	01172	00000	00000	GENERAL FUND/OTHER INSTRUCTI	491.11	0.00	491.11	
1000E5500	0220	0022	01173	00000	00000	GENERAL FUND/OTHER INSTRUCTI	89.64	0.00	89.64	
1000E5500	0220	0022	01414	00000	00000	GENERAL FUND/OTHER INSTRUCTI	1,832.83	0.00	1,832.83	
1000E5500	0220	0022	01600	00000	00000	GENERAL FUND/OTHER INSTRUCTI	2,571.94	0.00	2,571.94	
1000E5500	0220	0022	01601	00000	00000	GENERAL FUND/OTHER INSTRUCTI	211.40	0.00	211.40	
1000E5500	0230	0022	01414	00000	00000	GENERAL FUND/OTHER INSTRUCTI	3,249.30	107.00	3,142.30	
1000E5500	0230	0022	01600	00000	00000	GENERAL FUND/OTHER INSTRUCTI	4,275.99	107.00	4,168.99	
1000E5500	0310	0022	01173	00000	00000	GENERAL FUND/OTHER INSTRUCTI	2,100.00	0.00	2,100.00	
1000E5500	0510	0022	01172	00000	00000	GENERAL FUND/OTHER INSTRUCTI	1,463.28	0.00	1,463.28	
1000E5500	0510	0022	01173	00000	00000	GENERAL FUND/OTHER INSTRUCTI	390.00	0.00	390.00	
1000E5500	0510	0022	01414	00000	00000	GENERAL FUND/OTHER INSTRUCTI	3,076.65	0.00	3,076.65	
1000E5500	0510	0022	01600	00000	00000	GENERAL FUND/OTHER INSTRUCTI	153.42	0.00	153.42	
1000E5500	0642	0022	01172	00000	00000	GENERAL FUND/OTHER INSTRUCTI	3,585.09	0.00	3,585.09	
1000E5500	0642	0022	01600	00000	00000	GENERAL FUND/OTHER INSTRUCTI	372.40	0.00	372.40	
1000E5500	0644	0022	01173	00000	00000	GENERAL FUND/OTHER INSTRUCTI	7,459.00	0.00	7,459.00	
1000E5500	0750	0022	01414	00000	00000	GENERAL FUND/OTHER INSTRUCTI	839.82	0.00	839.82	
1000E5500	0750	0022	01600	00000	00000	GENERAL FUND/OTHER INSTRUCTI	947.57	0.00	947.57	
1000E5500	0750	0022	01601	00000	00000	GENERAL FUND/OTHER INSTRUCTI	337.28	0.00	337.28	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E6100	0160	0012	00000	00000	00000	GENERAL FUND/PUPIL PERSONNEL	13,051.98	0.00	13,051.98	
1000E6100	0160	9006	01146	00000	00000	GENERAL FUND/PUPIL PERSONNEL	6,177.40	0.00	6,177.40	
1000E6100	0210	0012	00000	00000	00000	GENERAL FUND/PUPIL PERSONNEL	1,554.44	0.00	1,554.44	
1000E6100	0210	9006	01146	00000	00000	GENERAL FUND/PUPIL PERSONNEL	735.73	0.00	735.73	
1000E6100	0220	0012	00000	00000	00000	GENERAL FUND/PUPIL PERSONNEL	998.47	0.00	998.47	
1000E6100	0220	9006	01146	00000	00000	GENERAL FUND/PUPIL PERSONNEL	471.68	0.00	471.68	
1000E6100	0230	0012	00000	00000	00000	GENERAL FUND/PUPIL PERSONNEL	5.70	0.00	5.70	
1000E6100	0230	9006	01146	00000	00000	GENERAL FUND/PUPIL PERSONNEL	4.05	0.00	4.05	
1000E6110	0130	9006	01046	00000	00000	GENERAL FUND/ATTENDANCE & SO	16,260.90	1,328.50	14,932.40	
1000E6110	0150	9006	01046	00000	00000	GENERAL FUND/ATTENDANCE & SO	4,359.10	0.00	4,359.10	
1000E6110	0210	9006	01046	00000	00000	GENERAL FUND/ATTENDANCE & SO	2,297.63	0.00	2,297.63	
1000E6110	0220	9006	01046	00000	00000	GENERAL FUND/ATTENDANCE & SO	1,408.52	0.00	1,408.52	
1000E6110	0230	9006	01046	00000	00000	GENERAL FUND/ATTENDANCE & SO	1,533.94	0.00	1,533.94	
1000E6120	0130	0012	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	44,220.72	969.24	43,251.48	
1000E6120	0130	0012	01001	00000	00000	GENERAL FUND/GUIDANCE SERVIC	250.00	0.00	250.00	
1000E6120	0130	0012	01008	00000	00000	GENERAL FUND/GUIDANCE SERVIC	6,859.10	0.00	6,859.10	
1000E6120	0130	0012	01012	00000	00000	GENERAL FUND/GUIDANCE SERVIC	991.25	0.00	991.25	
1000E6120	0130	0013	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	11,160.48	969.24	10,191.24	
1000E6120	0130	0022	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	6,585.72	0.00	6,585.72	
1000E6120	0130	0031	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	7,328.76	0.00	7,328.76	
1000E6120	0130	0032	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	31,941.78	0.00	31,941.78	
1000E6120	0130	0091	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	11,589.90	969.24	10,620.66	
1000E6120	0150	0013	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	3,026.40	0.00	3,026.40	
1000E6120	0150	0022	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	6,052.80	0.00	6,052.80	
1000E6120	0150	0031	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	4,412.00	0.00	4,412.00	
1000E6120	0150	0032	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	6,301.12	0.00	6,301.12	
1000E6120	0150	0091	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	3,207.40	0.00	3,207.40	
1000E6120	0160	0012	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	7,857.60	633.92	7,223.68	
1000E6120	0210	0012	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	5,635.20	75.50	5,559.70	
1000E6120	0210	0012	01001	00000	00000	GENERAL FUND/GUIDANCE SERVIC	29.78	0.00	29.78	
1000E6120	0210	0012	01008	00000	00000	GENERAL FUND/GUIDANCE SERVIC	768.49	0.00	768.49	
1000E6120	0210	0012	01012	00000	00000	GENERAL FUND/GUIDANCE SERVIC	118.06	0.00	118.06	
1000E6120	0210	0013	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	1,776.66	0.00	1,776.66	
1000E6120	0210	0022	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	1,910.16	0.00	1,910.16	
1000E6120	0210	0031	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	1,398.29	0.00	1,398.29	
1000E6120	0210	0032	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	4,931.35	0.00	4,931.35	
1000E6120	0210	0091	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	1,861.45	0.00	1,861.45	
1000E6120	0220	0012	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	3,871.27	48.50	3,822.77	
1000E6120	0220	0012	01001	00000	00000	GENERAL FUND/GUIDANCE SERVIC	19.12	0.00	19.12	
1000E6120	0220	0012	01008	00000	00000	GENERAL FUND/GUIDANCE SERVIC	524.72	0.00	524.72	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E6120	0220	0012	01012	00000	00000	GENERAL FUND/GUIDANCE SERVIC	75.82	0.00	75.82	
1000E6120	0220	0013	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	995.84	0.00	995.84	
1000E6120	0220	0022	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	880.16	0.00	880.16	
1000E6120	0220	0031	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	866.77	0.00	866.77	
1000E6120	0220	0032	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	2,846.34	0.00	2,846.34	
1000E6120	0220	0091	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	977.60	0.00	977.60	
1000E6120	0230	0012	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	1,172.75	0.00	1,172.75	
1000E6120	0230	0013	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	289.86	0.00	289.86	
1000E6120	0230	0022	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	1,174.89	0.00	1,174.89	
1000E6120	0230	0031	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	1,632.21	0.00	1,632.21	
1000E6120	0230	0032	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	1,754.25	0.00	1,754.25	
1000E6120	0230	0091	00000	00000	00000	GENERAL FUND/GUIDANCE SERVIC	1,353.87	0.00	1,353.87	
1000E6120	0290	0032	02100	00000	00000	GENERAL FUND/GUIDANCE SERVIC	2,822.74	0.00	2,822.74	
1000E6120	0370	0032	00032	00000	00000	GENERAL FUND/GUIDANCE SERVIC	142.81	0.00	142.81	
1000E6120	0510	0012	00012	00000	00000	GENERAL FUND/GUIDANCE SERVIC	366.32	6.86	359.46	
1000E6120	0510	0012	01140	00000	00000	GENERAL FUND/GUIDANCE SERVIC	1,495.90	0.00	1,495.90	
1000E6120	0510	0013	00013	00000	00000	GENERAL FUND/GUIDANCE SERVIC	288.38	0.00	288.38	
1000E6120	0510	0013	01038	00000	00000	GENERAL FUND/GUIDANCE SERVIC	116.96	0.00	116.96	
1000E6120	0510	0013	01140	00000	00000	GENERAL FUND/GUIDANCE SERVIC	299.18	0.00	299.18	
1000E6120	0510	0022	00022	00000	00000	GENERAL FUND/GUIDANCE SERVIC	283.57	0.00	283.57	
1000E6120	0510	0022	01038	00000	00000	GENERAL FUND/GUIDANCE SERVIC	77.25	0.00	77.25	
1000E6120	0510	0022	01140	00000	00000	GENERAL FUND/GUIDANCE SERVIC	299.18	0.00	299.18	
1000E6120	0510	0031	00031	00000	00000	GENERAL FUND/GUIDANCE SERVIC	79.14	0.00	79.14	
1000E6120	0510	0031	01140	00000	00000	GENERAL FUND/GUIDANCE SERVIC	299.18	0.00	299.18	
1000E6120	0510	0032	01140	00000	00000	GENERAL FUND/GUIDANCE SERVIC	897.54	0.00	897.54	
1000E6120	0510	0091	01140	00000	00000	GENERAL FUND/GUIDANCE SERVIC	299.18	0.00	299.18	
1000E6120	0519	0012	00012	00000	00000	GENERAL FUND/GUIDANCE SERVIC	596.24	4.89	591.35	
1000E6120	0519	0013	00013	00000	00000	GENERAL FUND/GUIDANCE SERVIC	25.12	0.00	25.12	
1000E6120	0519	0013	01038	00000	00000	GENERAL FUND/GUIDANCE SERVIC	218.92	0.00	218.92	
1000E6120	0642	0012	00012	00000	00000	GENERAL FUND/GUIDANCE SERVIC	573.30	0.00	573.30	
1000E6120	0642	0032	00032	00000	00000	GENERAL FUND/GUIDANCE SERVIC	169.98	0.00	169.98	
1000E6120	0644	0012	00012	00000	00000	GENERAL FUND/GUIDANCE SERVIC	249.99	0.00	249.99	
1000E6120	0644	0032	00032	00000	00000	GENERAL FUND/GUIDANCE SERVIC	128.00	0.00	128.00	
1000E6130	0160	0012	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	7,889.72	0.00	7,889.72	
1000E6130	0160	0013	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	6,531.88	0.00	6,531.88	
1000E6130	0160	0022	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	7,092.64	0.00	7,092.64	
1000E6130	0160	0031	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	6,669.56	0.00	6,669.56	
1000E6130	0160	0032	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	8,212.80	0.00	8,212.80	
1000E6130	0160	0091	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	10,970.48	969.24	10,001.24	
1000E6130	0160	9005	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	25,010.67	969.24	24,041.43	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E6130	0210	0012	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	939.68	0.00	939.68	
1000E6130	0210	0013	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	777.96	0.00	777.96	
1000E6130	0210	0022	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	844.72	0.00	844.72	
1000E6130	0210	0031	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	794.36	0.00	794.36	
1000E6130	0210	0032	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	978.16	0.00	978.16	
1000E6130	0210	0091	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	1,191.16	0.00	1,191.16	
1000E6130	0210	9005	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	2,863.34	0.00	2,863.34	
1000E6130	0220	0012	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	603.56	0.00	603.56	
1000E6130	0220	0013	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	492.33	0.00	492.33	
1000E6130	0220	0022	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	542.60	0.00	542.60	
1000E6130	0220	0031	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	510.24	0.00	510.24	
1000E6130	0220	0032	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	603.89	0.00	603.89	
1000E6130	0220	0091	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	739.70	0.00	739.70	
1000E6130	0220	9005	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	2,018.88	0.00	2,018.88	
1000E6130	0230	0012	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	79.89	0.00	79.89	
1000E6130	0230	0013	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	98.94	0.00	98.94	
1000E6130	0230	0022	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	4.05	0.00	4.05	
1000E6130	0230	0031	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	4.05	0.00	4.05	
1000E6130	0230	0032	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	825.63	0.00	825.63	
1000E6130	0230	0091	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	23.10	0.00	23.10	
1000E6130	0230	9005	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	1,901.37	0.00	1,901.37	
1000E6130	0350	9005	01029	00000	00000	GENERAL FUND/HEALTH SERVICES	477.00	0.00	477.00	
1000E6130	0370	9005	01029	00000	00000	GENERAL FUND/HEALTH SERVICES	123.05	0.00	123.05	
1000E6130	0510	9005	01029	00000	00000	GENERAL FUND/HEALTH SERVICES	2,016.09	0.00	2,016.09	
1000E6130	0519	9005	01029	00000	00000	GENERAL FUND/HEALTH SERVICES	62.83	0.00	62.83	
1000E6130	0642	9005	01029	00000	00000	GENERAL FUND/HEALTH SERVICES	227.99	0.00	227.99	
1000E6130	0730	0031	01028	00000	00000	GENERAL FUND/HEALTH SERVICES	125.00	0.00	125.00	
1000E6130	0730	9005	01029	00000	00000	GENERAL FUND/HEALTH SERVICES	125.00	0.00	125.00	
1000E6130	0750	9005	00000	00000	00000	GENERAL FUND/HEALTH SERVICES	3,314.50	0.00	3,314.50	
1000E6140	0130	9006	00000	00000	00000	GENERAL FUND/PSYCHOLOGICAL S	26,491.64	191.58	26,300.06	
1000E6140	0130	9006	01046	00000	00000	GENERAL FUND/PSYCHOLOGICAL S	15,668.84	0.00	15,668.84	
1000E6140	0210	9006	00000	00000	00000	GENERAL FUND/PSYCHOLOGICAL S	3,572.00	28.18	3,543.82	
1000E6140	0210	9006	01046	00000	00000	GENERAL FUND/PSYCHOLOGICAL S	1,866.15	0.00	1,866.15	
1000E6140	0220	9006	00000	00000	00000	GENERAL FUND/PSYCHOLOGICAL S	1,998.31	12.77	1,985.54	
1000E6140	0220	9006	01046	00000	00000	GENERAL FUND/PSYCHOLOGICAL S	1,180.85	0.00	1,180.85	
1000E6140	0230	9006	00000	00000	00000	GENERAL FUND/PSYCHOLOGICAL S	597.11	0.00	597.11	
1000E6140	0230	9006	01046	00000	00000	GENERAL FUND/PSYCHOLOGICAL S	810.63	0.00	810.63	
1000E6140	0330	9006	01010	00000	00000	GENERAL FUND/PSYCHOLOGICAL S	4.63	0.00	4.63	
1000E6140	0330	9006	01046	00000	00000	GENERAL FUND/PSYCHOLOGICAL S	28.52	0.00	28.52	
1000E6190	0150	0091	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	614.80	0.00	614.80	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E6190	0160	0013	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	6,321.60	0.00	6,321.60	
1000E6190	0160	0022	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	7,344.84	0.00	7,344.84	
1000E6190	0160	0031	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	4,818.20	0.00	4,818.20	
1000E6190	0160	0032	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	6,447.80	0.00	6,447.80	
1000E6190	0160	0091	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	5,898.50	0.00	5,898.50	
1000E6190	0210	0013	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	752.90	0.00	752.90	
1000E6190	0210	0022	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	874.80	0.00	874.80	
1000E6190	0210	0031	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	573.85	0.00	573.85	
1000E6190	0210	0032	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	767.91	0.00	767.91	
1000E6190	0210	0091	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	775.75	0.00	775.75	
1000E6190	0220	0013	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	464.94	0.00	464.94	
1000E6190	0220	0022	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	558.34	0.00	558.34	
1000E6190	0220	0031	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	368.59	0.00	368.59	
1000E6190	0220	0032	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	493.26	0.00	493.26	
1000E6190	0220	0091	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	498.25	0.00	498.25	
1000E6190	0230	0013	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	825.63	0.00	825.63	
1000E6190	0230	0022	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	56.38	0.00	56.38	
1000E6190	0230	0031	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	187.89	0.00	187.89	
1000E6190	0230	0032	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	4.05	0.00	4.05	
1000E6190	0230	0091	00000	00000	00000	GENERAL FUND/OTHER PUPIL PER	4.05	0.00	4.05	
1000E6190	0642	9005	01056	00000	00000	GENERAL FUND/OTHER PUPIL PER	277.59	0.00	277.59	
1000E6200	0130	0012	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	10,970.48	969.24	10,001.24	
1000E6200	0130	0013	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	11,447.40	969.24	10,478.16	
1000E6200	0130	0031	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	8,212.80	0.00	8,212.80	
1000E6200	0130	0032	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	5,824.96	0.00	5,824.96	
1000E6200	0130	0091	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	6,570.32	0.00	6,570.32	
1000E6200	0150	0013	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	4,459.12	0.00	4,459.12	
1000E6200	0150	0022	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	4,211.27	0.00	4,211.27	
1000E6200	0150	0091	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	3,129.68	0.00	3,129.68	
1000E6200	0210	0012	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	1,191.16	0.00	1,191.16	
1000E6200	0210	0013	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	2,480.00	0.00	2,480.00	
1000E6200	0210	0022	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	550.50	0.00	550.50	
1000E6200	0210	0031	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	978.16	0.00	978.16	
1000E6200	0210	0032	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	693.76	0.00	693.76	
1000E6200	0210	0091	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	1,155.28	0.00	1,155.28	
1000E6200	0220	0012	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	689.90	0.00	689.90	
1000E6200	0220	0013	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	1,082.02	0.00	1,082.02	
1000E6200	0220	0022	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	322.17	0.00	322.17	
1000E6200	0220	0031	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	510.29	0.00	510.29	
1000E6200	0220	0032	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	379.08	0.00	379.08	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E6200	0220	0091	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	730.42	0.00	730.42	
1000E6200	0230	0012	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	1,009.14	0.00	1,009.14	
1000E6200	0230	0013	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	1,882.02	0.00	1,882.02	
1000E6200	0230	0022	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	4.05	0.00	4.05	
1000E6200	0230	0031	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	1,226.40	0.00	1,226.40	
1000E6200	0230	0032	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	919.77	0.00	919.77	
1000E6200	0230	0091	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL M	829.68	0.00	829.68	
1000E6200	0290	0022	02100	00000	00000	GENERAL FUND/INSTRUCTIONAL M	644.02	0.00	644.02	
1000E6200	0390	0022	00022	00000	00000	GENERAL FUND/INSTRUCTIONAL M	79.00	0.00	79.00	
1000E6200	0510	0012	01140	00000	00000	GENERAL FUND/INSTRUCTIONAL M	299.18	0.00	299.18	
1000E6200	0510	0013	01140	00000	00000	GENERAL FUND/INSTRUCTIONAL M	299.18	0.00	299.18	
1000E6200	0510	0031	01140	00000	00000	GENERAL FUND/INSTRUCTIONAL M	299.18	0.00	299.18	
1000E6200	0510	0032	01140	00000	00000	GENERAL FUND/INSTRUCTIONAL M	299.18	0.00	299.18	
1000E6200	0510	0091	01140	00000	00000	GENERAL FUND/INSTRUCTIONAL M	299.18	0.00	299.18	
1000E6200	0610	0032	01033	00000	00000	GENERAL FUND/INSTRUCTIONAL M	1,008.51	0.00	1,008.51	
1000E6300	0110	9001	00000	00000	00000	GENERAL FUND/INSTR & CURRICU	38,089.26	1,926.24	36,163.02	
1000E6300	0110	9001	01111	00000	00000	GENERAL FUND/INSTR & CURRICU	7,933.61	0.00	7,933.61	
1000E6300	0110	9006	01032	00000	00000	GENERAL FUND/INSTR & CURRICU	19,925.64	0.00	19,925.64	
1000E6300	0130	9001	01008	00000	00000	GENERAL FUND/INSTR & CURRICU	2,718.30	0.00	2,718.30	
1000E6300	0130	9006	00000	00000	00000	GENERAL FUND/INSTR & CURRICU	10,420.54	484.62	9,935.92	
1000E6300	0130	9006	01032	00000	00000	GENERAL FUND/INSTR & CURRICU	5,367.70	0.00	5,367.70	
1000E6300	0130	9006	01414	00000	00000	GENERAL FUND/INSTR & CURRICU	178.90	0.00	178.90	
1000E6300	0160	9001	00000	00000	00000	GENERAL FUND/INSTR & CURRICU	14,018.73	0.00	14,018.73	
1000E6300	0160	9006	00000	00000	00000	GENERAL FUND/INSTR & CURRICU	12,167.40	0.00	12,167.40	
1000E6300	0210	9001	00000	00000	00000	GENERAL FUND/INSTR & CURRICU	7,722.15	0.00	7,722.15	
1000E6300	0210	9001	01008	00000	00000	GENERAL FUND/INSTR & CURRICU	160.10	0.00	160.10	
1000E6300	0210	9001	01012	00000	00000	GENERAL FUND/INSTR & CURRICU	1.31	0.00	1.31	
1000E6300	0210	9001	01111	00000	00000	GENERAL FUND/INSTR & CURRICU	944.91	0.00	944.91	
1000E6300	0210	9006	00000	00000	00000	GENERAL FUND/INSTR & CURRICU	3,029.32	0.00	3,029.32	
1000E6300	0210	9006	01032	00000	00000	GENERAL FUND/INSTR & CURRICU	3,012.42	0.00	3,012.42	
1000E6300	0210	9006	01414	00000	00000	GENERAL FUND/INSTR & CURRICU	21.30	0.00	21.30	
1000E6300	0220	9001	00000	00000	00000	GENERAL FUND/INSTR & CURRICU	3,680.07	0.00	3,680.07	
1000E6300	0220	9001	01008	00000	00000	GENERAL FUND/INSTR & CURRICU	207.94	0.00	207.94	
1000E6300	0220	9001	01012	00000	00000	GENERAL FUND/INSTR & CURRICU	0.87	0.00	0.87	
1000E6300	0220	9001	01111	00000	00000	GENERAL FUND/INSTR & CURRICU	560.49	0.00	560.49	
1000E6300	0220	9006	00000	00000	00000	GENERAL FUND/INSTR & CURRICU	1,586.17	0.00	1,586.17	
1000E6300	0220	9006	01032	00000	00000	GENERAL FUND/INSTR & CURRICU	1,797.92	0.00	1,797.92	
1000E6300	0220	9006	01414	00000	00000	GENERAL FUND/INSTR & CURRICU	13.52	0.00	13.52	
1000E6300	0230	9001	00000	00000	00000	GENERAL FUND/INSTR & CURRICU	2,130.02	0.00	2,130.02	
1000E6300	0230	9001	01111	00000	00000	GENERAL FUND/INSTR & CURRICU	415.98	0.00	415.98	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E6300	0230	9006	00000	00000	00000	GENERAL FUND/INSTR & CURRICU	1,785.38	0.00	1,785.38	
1000E6300	0230	9006	01032	00000	00000	GENERAL FUND/INSTR & CURRICU	1,468.19	0.00	1,468.19	
1000E6300	0230	9006	01414	00000	00000	GENERAL FUND/INSTR & CURRICU	2.01	0.00	2.01	
1000E6300	0330	9001	01012	00000	00000	GENERAL FUND/INSTR & CURRICU	534.30	0.00	534.30	
1000E6300	0330	9006	01010	00000	00000	GENERAL FUND/INSTR & CURRICU	82.01	0.00	82.01	
1000E6300	0350	9006	01026	00000	00000	GENERAL FUND/INSTR & CURRICU	100.16	0.00	100.16	
1000E6300	0370	9006	01026	00000	00000	GENERAL FUND/INSTR & CURRICU	100.00	0.00	100.00	
1000E6300	0390	9001	01027	00000	00000	GENERAL FUND/INSTR & CURRICU	126.50	0.00	126.50	
1000E6300	0519	9001	01027	00000	00000	GENERAL FUND/INSTR & CURRICU	59.99	0.00	59.99	
1000E6300	0730	9001	01012	00000	00000	GENERAL FUND/INSTR & CURRICU	60.00	0.00	60.00	
1000E6400	0120	0032	01001	00000	00000	GENERAL FUND/INST STAFF TRAI	250.00	0.00	250.00	
1000E6400	0130	0022	01180	00000	00000	GENERAL FUND/INST STAFF TRAI	9,351.28	0.00	9,351.28	
1000E6400	0130	0032	01180	00000	00000	GENERAL FUND/INST STAFF TRAI	7,405.08	0.00	7,405.08	
1000E6400	0130	9001	01012	00000	00000	GENERAL FUND/INST STAFF TRAI	528.00	0.00	528.00	
1000E6400	0210	0022	01180	00000	00000	GENERAL FUND/INST STAFF TRAI	1,113.72	0.00	1,113.72	
1000E6400	0210	0032	01180	00000	00000	GENERAL FUND/INST STAFF TRAI	881.94	0.00	881.94	
1000E6400	0210	9001	01012	00000	00000	GENERAL FUND/INST STAFF TRAI	80.54	0.00	80.54	
1000E6400	0220	0012	01001	00000	00000	GENERAL FUND/INST STAFF TRAI	19.13	0.00	19.13	
1000E6400	0220	0022	01001	00000	00000	GENERAL FUND/INST STAFF TRAI	18.11	0.00	18.11	
1000E6400	0220	0022	01180	00000	00000	GENERAL FUND/INST STAFF TRAI	685.17	0.00	685.17	
1000E6400	0220	0032	01001	00000	00000	GENERAL FUND/INST STAFF TRAI	18.45	0.00	18.45	
1000E6400	0220	0032	01180	00000	00000	GENERAL FUND/INST STAFF TRAI	566.49	0.00	566.49	
1000E6400	0220	0091	01001	00000	00000	GENERAL FUND/INST STAFF TRAI	18.18	0.00	18.18	
1000E6400	0220	9001	01012	00000	00000	GENERAL FUND/INST STAFF TRAI	40.40	0.00	40.40	
1000E6400	0230	0022	01180	00000	00000	GENERAL FUND/INST STAFF TRAI	825.63	0.00	825.63	
1000E6400	0230	0032	01180	00000	00000	GENERAL FUND/INST STAFF TRAI	187.89	0.00	187.89	
1000E6400	0330	0011	01111	00000	00000	GENERAL FUND/INST STAFF TRAI	112.81	0.00	112.81	
1000E6400	0330	0012	01001	00000	00000	GENERAL FUND/INST STAFF TRAI	344.70	0.00	344.70	
1000E6400	0330	0022	01001	00000	00000	GENERAL FUND/INST STAFF TRAI	250.00	0.00	250.00	
1000E6400	0330	0032	00032	00000	00000	GENERAL FUND/INST STAFF TRAI	69.00	0.00	69.00	
1000E6400	0330	0032	01001	00000	00000	GENERAL FUND/INST STAFF TRAI	150.00	0.00	150.00	
1000E6400	0330	0091	01001	00000	00000	GENERAL FUND/INST STAFF TRAI	542.37	0.00	542.37	
1000E6400	0390	9001	01001	00000	00000	GENERAL FUND/INST STAFF TRAI	16,575.14	0.00	16,575.14	
1000E6400	0510	0013	01140	00000	00000	GENERAL FUND/INST STAFF TRAI	299.18	0.00	299.18	
1000E6400	0510	0022	01140	00000	00000	GENERAL FUND/INST STAFF TRAI	299.18	0.00	299.18	
1000E6400	0510	0032	01140	00000	00000	GENERAL FUND/INST STAFF TRAI	299.18	0.00	299.18	
1000E6400	0730	0032	01001	00000	00000	GENERAL FUND/INST STAFF TRAI	200.00	0.00	200.00	
1000E6500	0160	9001	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL R	43,937.90	200.00	43,737.90	
1000E6500	0210	9001	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL R	5,209.20	0.00	5,209.20	
1000E6500	0220	9001	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL R	3,046.59	15.30	3,031.29	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E6500	0230	9001	00000	00000	00000	GENERAL FUND/INSTRUCTIONAL R	4,497.40	0.00	4,497.40	
1000E6500	0390	9001	01090	00000	00000	GENERAL FUND/INSTRUCTIONAL R	24,184.00	0.00	24,184.00	
1000E7100	0170	9001	00000	00000	00000	GENERAL FUND/BOARD/BOARD MEM	33,862.20	0.00	33,862.20	
1000E7100	0210	9001	00000	00000	00000	GENERAL FUND/BOARD/RETIREMEN	16,084.50	0.00	16,084.50	
1000E7100	0220	9001	00000	00000	00000	GENERAL FUND/BOARD/SOCIAL SE	2,490.24	0.00	2,490.24	
1000E7100	0230	9001	00000	00000	00000	GENERAL FUND/BOARD/GROUP INS	16,237.51	25.28	16,212.23	
1000E7100	0230	9001	02230	00000	00000	GENERAL FUND/BOARD/GROUP INS	637.68	0.00	637.68	
1000E7100	0310	9001	01025	00000	00000	GENERAL FUND/BOARD/PROFESSIO	12,645.08	0.00	12,645.08	
1000E7100	0510	9001	01025	00000	00000	GENERAL FUND/BOARD/SUPPLIES/	49.29	0.00	49.29	
1000E7100	0730	9001	01025	00000	00000	GENERAL FUND/BOARD/DUES AND	14,732.00	0.00	14,732.00	
1000E7200	0110	9001	00000	00000	00000	GENERAL FUND/SUPERINTENDENT	34,086.66	0.00	34,086.66	
1000E7200	0160	9001	00000	00000	00000	GENERAL FUND/SUPERINTENDENT	12,511.57	0.00	12,511.57	
1000E7200	0210	9001	00000	00000	00000	GENERAL FUND/SUPERINTENDENT	5,174.90	0.00	5,174.90	
1000E7200	0220	9001	00000	00000	00000	GENERAL FUND/SUPERINTENDENT	3,546.20	0.00	3,546.20	
1000E7200	0230	9001	00000	00000	00000	GENERAL FUND/SUPERINTENDENT	1,182.56	0.00	1,182.56	
1000E7200	0330	9001	01025	00000	00000	GENERAL FUND/SUPERINTENDENT	799.20	0.00	799.20	
1000E7200	0360	9001	01025	00000	00000	GENERAL FUND/SUPERINTENDENT	1,180.41	0.00	1,180.41	
1000E7200	0370	9001	01025	00000	00000	GENERAL FUND/SUPERINTENDENT	1,700.00	0.00	1,700.00	
1000E7200	0370	9001	01027	00000	00000	GENERAL FUND/SUPERINTENDENT	425.00	0.00	425.00	
1000E7200	0510	9001	01025	00000	00000	GENERAL FUND/SUPERINTENDENT	245.00	0.00	245.00	
1000E7200	0730	9001	01025	00000	00000	GENERAL FUND/SUPERINTENDENT	9,379.00	0.00	9,379.00	
1000E7300	0110	0012	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	60,190.44	1,926.24	58,264.20	
1000E7300	0110	0013	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	43,235.28	1,926.24	41,309.04	
1000E7300	0110	0022	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	25,496.46	1,926.24	23,570.22	
1000E7300	0110	0031	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	40,927.08	1,926.24	39,000.84	
1000E7300	0110	0032	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	77,509.98	1,926.24	75,583.74	
1000E7300	0110	0091	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	42,616.80	1,926.24	40,690.56	
1000E7300	0120	0022	01601	00000	00000	GENERAL FUND/SCHOOL ADMINIST	308.70	0.00	308.70	
1000E7300	0160	0012	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	24,125.73	0.00	24,125.73	
1000E7300	0160	0013	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	10,526.40	0.00	10,526.40	
1000E7300	0160	0022	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	9,170.22	0.00	9,170.22	
1000E7300	0160	0031	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	10,536.40	105.60	10,430.80	
1000E7300	0160	0032	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	17,370.83	16.84	17,353.99	
1000E7300	0160	0032	01303	00000	00000	GENERAL FUND/SCHOOL ADMINIST	249.48	0.00	249.48	
1000E7300	0160	0091	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	12,404.30	0.00	12,404.30	
1000E7300	0210	0012	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	9,812.62	0.00	9,812.62	
1000E7300	0210	0013	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	6,173.64	0.00	6,173.64	
1000E7300	0210	0022	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	3,899.39	0.00	3,899.39	
1000E7300	0210	0022	01601	00000	00000	GENERAL FUND/SCHOOL ADMINIST	36.77	0.00	36.77	
1000E7300	0210	0031	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	5,899.92	12.58	5,887.34	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E7300	0210	0032	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	11,070.88	2.01	11,068.87	
1000E7300	0210	0032	01303	00000	00000	GENERAL FUND/SCHOOL ADMINIST	29.71	0.00	29.71	
1000E7300	0210	0091	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	8,297.32	0.00	8,297.32	
1000E7300	0220	0012	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	6,196.16	0.00	6,196.16	
1000E7300	0220	0013	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	3,835.32	0.00	3,835.32	
1000E7300	0220	0022	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	2,434.02	0.00	2,434.02	
1000E7300	0220	0022	01601	00000	00000	GENERAL FUND/SCHOOL ADMINIST	23.61	0.00	23.61	
1000E7300	0220	0031	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	3,651.08	8.08	3,643.00	
1000E7300	0220	0032	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	6,927.95	1.23	6,926.72	
1000E7300	0220	0032	01303	00000	00000	GENERAL FUND/SCHOOL ADMINIST	19.01	0.00	19.01	
1000E7300	0220	0091	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	3,922.16	0.00	3,922.16	
1000E7300	0230	0012	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	3,229.97	0.00	3,229.97	
1000E7300	0230	0013	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	2,826.47	0.00	2,826.47	
1000E7300	0230	0022	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	1,340.00	0.00	1,340.00	
1000E7300	0230	0031	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	2,386.85	0.00	2,386.85	
1000E7300	0230	0032	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	4,126.55	0.00	4,126.55	
1000E7300	0230	0091	00000	00000	00000	GENERAL FUND/SCHOOL ADMINIST	3,641.26	0.00	3,641.26	
1000E7300	0330	0032	00032	00000	00000	GENERAL FUND/SCHOOL ADMINIST	643.04	0.00	643.04	
1000E7300	0370	0013	00013	00000	00000	GENERAL FUND/SCHOOL ADMINIST	120.00	0.00	120.00	
1000E7300	0370	0031	00031	00000	00000	GENERAL FUND/SCHOOL ADMINIST	180.00	0.00	180.00	
1000E7300	0370	0032	00032	00000	00000	GENERAL FUND/SCHOOL ADMINIST	228.50	0.00	228.50	
1000E7300	0510	0012	00012	00000	00000	GENERAL FUND/SCHOOL ADMINIST	880.00	0.00	880.00	
1000E7300	0510	0013	00013	00000	00000	GENERAL FUND/SCHOOL ADMINIST	801.69	0.00	801.69	
1000E7300	0510	0022	00022	00000	00000	GENERAL FUND/SCHOOL ADMINIST	1,674.95	0.00	1,674.95	
1000E7300	0510	0031	00031	00000	00000	GENERAL FUND/SCHOOL ADMINIST	364.77	0.00	364.77	
1000E7300	0510	0032	00032	00000	00000	GENERAL FUND/SCHOOL ADMINIST	408.72	151.81	256.91	
1000E7300	0510	0091	00091	00000	00000	GENERAL FUND/SCHOOL ADMINIST	685.82	0.00	685.82	
1000E7300	0519	0012	00012	00000	00000	GENERAL FUND/SCHOOL ADMINIST	865.28	0.00	865.28	
1000E7300	0519	0013	00013	00000	00000	GENERAL FUND/SCHOOL ADMINIST	302.50	0.00	302.50	
1000E7300	0519	0031	00031	00000	00000	GENERAL FUND/SCHOOL ADMINIST	354.21	0.00	354.21	
1000E7300	0519	0032	00032	00000	00000	GENERAL FUND/SCHOOL ADMINIST	41.37	15.36	26.01	
1000E7300	0519	0091	00091	00000	00000	GENERAL FUND/SCHOOL ADMINIST	149.14	0.00	149.14	
1000E7300	0642	0013	00013	00000	00000	GENERAL FUND/SCHOOL ADMINIST	704.40	0.00	704.40	
1000E7300	0642	0032	00032	00000	00000	GENERAL FUND/SCHOOL ADMINIST	650.03	241.43	408.60	
1000E7300	0644	0012	00012	00000	00000	GENERAL FUND/SCHOOL ADMINIST	829.94	0.00	829.94	
1000E7300	0730	0031	00031	00000	00000	GENERAL FUND/SCHOOL ADMINIST	45.00	0.00	45.00	
1000E7400	0670	0022	01173	00000	00000	GENERAL FUND/FACILITIES ACQU	4,080.00	0.00	4,080.00	
1000E7400	0680	0032	01030	00000	00000	GENERAL FUND/FACILITIES ACQU	129,539.32	7,477.15	122,062.17	
1000E7500	0110	9001	00000	00000	00000	GENERAL FUND/FISCAL SERVICES	21,671.28	0.00	21,671.28	
1000E7500	0160	9001	00000	00000	00000	GENERAL FUND/FISCAL SERVICES	97,808.28	0.00	97,808.28	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E7500	0210	9001	00000	00000	00000	GENERAL FUND/FISCAL SERVICES	20,244.90	0.00	20,244.90	
1000E7500	0220	9001	00000	00000	00000	GENERAL FUND/FISCAL SERVICES	8,777.12	0.00	8,777.12	
1000E7500	0230	9001	00000	00000	00000	GENERAL FUND/FISCAL SERVICES	5,924.90	0.00	5,924.90	
1000E7500	0310	9001	00000	00000	00000	GENERAL FUND/FISCAL SERVICES	12,862.50	0.00	12,862.50	
1000E7500	0330	9001	00000	00000	00000	GENERAL FUND/FISCAL SERVICES	211.06	0.00	211.06	
1000E7500	0370	9001	00000	00000	00000	GENERAL FUND/FISCAL SERVICES	1,853.50	0.00	1,853.50	
1000E7500	0390	9001	00000	00000	00000	GENERAL FUND/FISCAL SERVICES	2,571.52	0.00	2,571.52	
1000E7500	0510	9001	00000	00000	00000	GENERAL FUND/FISCAL SERVICES	413.00	0.00	413.00	
1000E7500	0519	9001	00000	00000	00000	GENERAL FUND/FISCAL SERVICES	286.42	0.00	286.42	
1000E7500	0642	9001	00000	00000	00000	GENERAL FUND/FISCAL SERVICES	39.87	0.00	39.87	
1000E7700	0110	9001	00000	00000	00000	GENERAL FUND/CENTRAL SERVICE	17,467.02	0.00	17,467.02	
1000E7700	0160	9001	00000	00000	00000	GENERAL FUND/CENTRAL SERVICE	23,420.82	0.00	23,420.82	
1000E7700	0210	9001	00000	00000	00000	GENERAL FUND/CENTRAL SERVICE	6,948.30	0.00	6,948.30	
1000E7700	0220	9001	00000	00000	00000	GENERAL FUND/CENTRAL SERVICE	3,027.14	0.00	3,027.14	
1000E7700	0220	9001	01022	00000	00000	GENERAL FUND/CENTRAL SERVICE	76.50	0.00	76.50	
1000E7700	0230	9001	00000	00000	00000	GENERAL FUND/CENTRAL SERVICE	2,233.38	0.00	2,233.38	
1000E7700	0350	0012	01013	00000	00000	GENERAL FUND/CENTRAL SERVICE	1,955.35	0.00	1,955.35	
1000E7700	0350	0013	01013	00000	00000	GENERAL FUND/CENTRAL SERVICE	1,118.93	0.00	1,118.93	
1000E7700	0350	0022	01013	00000	00000	GENERAL FUND/CENTRAL SERVICE	1,528.29	0.00	1,528.29	
1000E7700	0350	0031	01013	00000	00000	GENERAL FUND/CENTRAL SERVICE	1,769.04	5.00	1,764.04	
1000E7700	0350	0032	01013	00000	00000	GENERAL FUND/CENTRAL SERVICE	1,643.56	0.00	1,643.56	
1000E7700	0350	0091	01013	00000	00000	GENERAL FUND/CENTRAL SERVICE	832.12	0.00	832.12	
1000E7700	0350	9001	01013	00000	00000	GENERAL FUND/CENTRAL SERVICE	1,861.24	0.00	1,861.24	
1000E7700	0350	9005	01013	00000	00000	GENERAL FUND/CENTRAL SERVICE	125.40	0.00	125.40	
1000E7700	0360	9001	01052	00000	00000	GENERAL FUND/CENTRAL SERVICE	705.03	0.00	705.03	
1000E7700	0370	9001	01022	00000	00000	GENERAL FUND/CENTRAL SERVICE	500.00	0.00	500.00	
1000E7700	0390	9001	01022	00000	00000	GENERAL FUND/CENTRAL SERVICE	145.00	0.00	145.00	
1000E7700	0390	9001	01039	00000	00000	GENERAL FUND/CENTRAL SERVICE	8,494.50	0.00	8,494.50	
1000E7700	0510	0012	01104	00000	00000	GENERAL FUND/CENTRAL SERVICE	4,429.32	0.00	4,429.32	
1000E7700	0510	0013	01104	00000	00000	GENERAL FUND/CENTRAL SERVICE	2,657.59	0.00	2,657.59	
1000E7700	0510	0022	01104	00000	00000	GENERAL FUND/CENTRAL SERVICE	1,771.73	0.00	1,771.73	
1000E7700	0510	0031	01104	00000	00000	GENERAL FUND/CENTRAL SERVICE	2,657.59	0.00	2,657.59	
1000E7700	0510	0032	01104	00000	00000	GENERAL FUND/CENTRAL SERVICE	2,834.77	0.00	2,834.77	
1000E7700	0510	0091	01104	00000	00000	GENERAL FUND/CENTRAL SERVICE	3,543.46	0.00	3,543.46	
1000E7700	0510	9001	01022	00000	00000	GENERAL FUND/CENTRAL SERVICE	182.83	0.00	182.83	
1000E7700	0510	9001	01104	00000	00000	GENERAL FUND/CENTRAL SERVICE	581.14	0.00	581.14	
1000E7700	0519	9001	01022	00000	00000	GENERAL FUND/CENTRAL SERVICE	45.48	0.00	45.48	
1000E7700	0750	9001	01022	00000	00000	GENERAL FUND/CENTRAL SERVICE	1,000.00	0.00	1,000.00	
1000E7710	0110	9001	00000	00000	00000	GENERAL FUND/PLANNING, RESEA	9,962.82	0.00	9,962.82	
1000E7710	0210	9001	00000	00000	00000	GENERAL FUND/PLANNING, RESEA	1,186.56	0.00	1,186.56	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E7710	0220	9001	00000	00000	00000	GENERAL FUND/PLANNING, RESEA	762.21	0.00	762.21	
1000E7710	0230	9001	00000	00000	00000	GENERAL FUND/PLANNING, RESEA	0.83	0.00	0.83	
1000E7730	0330	9001	01027	00000	00000	GENERAL FUND/STAFF SERVICES/	1,046.39	0.00	1,046.39	
1000E7730	0330	9006	01026	00000	00000	GENERAL FUND/STAFF SERVICES/	212.67	108.85	103.82	
1000E7730	0390	9001	01705	00000	00000	GENERAL FUND/STAFF SERVICES/	3,395.08	0.00	3,395.08	
1000E7730	0510	9001	01705	00000	00000	GENERAL FUND/STAFF SERVICES/	2,822.26	0.00	2,822.26	
1000E7800	0110	9002	00000	00000	00000	GENERAL FUND/TRANSPORTATION/	25,727.22	1,926.24	23,800.98	
1000E7800	0160	0012	00000	00000	00000	GENERAL FUND/TRANSPORTATION/	2,436.98	0.00	2,436.98	
1000E7800	0160	0022	00000	00000	00000	GENERAL FUND/TRANSPORTATION/	69.16	0.00	69.16	
1000E7800	0160	0032	00000	00000	00000	GENERAL FUND/TRANSPORTATION/	414.80	0.00	414.80	
1000E7800	0160	9002	00000	00000	00000	GENERAL FUND/TRANSPORTATION/	199,914.12	1,408.93	198,505.19	
1000E7800	0210	0012	00000	00000	00000	GENERAL FUND/TRANSPORTATION/	293.43	0.00	293.43	
1000E7800	0210	0022	00000	00000	00000	GENERAL FUND/TRANSPORTATION/	8.24	0.00	8.24	
1000E7800	0210	0032	00000	00000	00000	GENERAL FUND/TRANSPORTATION/	49.40	0.00	49.40	
1000E7800	0210	9002	00000	00000	00000	GENERAL FUND/TRANSPORTATION/	27,487.46	138.10	27,349.36	
1000E7800	0220	0012	00000	00000	00000	GENERAL FUND/TRANSPORTATION/	180.00	0.00	180.00	
1000E7800	0220	0022	00000	00000	00000	GENERAL FUND/TRANSPORTATION/	5.29	0.00	5.29	
1000E7800	0220	0032	00000	00000	00000	GENERAL FUND/TRANSPORTATION/	30.70	0.00	30.70	
1000E7800	0220	9002	00000	00000	00000	GENERAL FUND/TRANSPORTATION/	17,225.29	131.60	17,093.69	
1000E7800	0230	9002	00000	00000	00000	GENERAL FUND/TRANSPORTATION/	19,162.55	0.00	19,162.55	
1000E7800	0290	9002	02100	00000	00000	GENERAL FUND/TRANSPORTATION/	13,328.06	0.00	13,328.06	
1000E7800	0350	9002	09002	00000	00000	GENERAL FUND/TRANSPORTATION/	279.78	0.00	279.78	
1000E7800	0360	9002	09002	00000	00000	GENERAL FUND/TRANSPORTATION/	500.00	0.00	500.00	
1000E7800	0390	9002	09002	00000	00000	GENERAL FUND/TRANSPORTATION/	3,675.59	320.00	3,355.59	
1000E7800	0450	9002	09002	00000	00000	GENERAL FUND/TRANSPORTATION/	7,181.81	0.00	7,181.81	
1000E7800	0460	9002	09002	00000	00000	GENERAL FUND/TRANSPORTATION/	82,643.85	20,162.00	62,481.85	
1000E7800	0510	9002	09002	00000	00000	GENERAL FUND/TRANSPORTATION/	2,915.56	0.00	2,915.56	
1000E7800	0540	9002	09002	00000	00000	GENERAL FUND/TRANSPORTATION/	3,163.49	0.00	3,163.49	
1000E7800	0550	9002	09002	00000	00000	GENERAL FUND/TRANSPORTATION/	22,338.07	1,029.95	21,308.12	
1000E7800	0560	9002	09002	00000	00000	GENERAL FUND/TRANSPORTATION/	1,764.64	0.00	1,764.64	
1000E7800	0750	9002	00000	00000	00000	GENERAL FUND/TRANSPORTATION/	10,128.79	374.74	9,754.05	
1000E7900	0110	9004	00000	00000	00000	GENERAL FUND/OPERATION OF PL	26,188.74	1,926.24	24,262.50	
1000E7900	0160	0012	00000	00000	00000	GENERAL FUND/OPERATION OF PL	54,239.55	0.00	54,239.55	
1000E7900	0160	0013	00000	00000	00000	GENERAL FUND/OPERATION OF PL	26,362.99	119.00	26,243.99	
1000E7900	0160	0022	00000	00000	00000	GENERAL FUND/OPERATION OF PL	30,406.31	0.00	30,406.31	
1000E7900	0160	0022	02100	00000	00000	GENERAL FUND/OPERATION OF PL	453.96	0.00	453.96	
1000E7900	0160	0031	00000	00000	00000	GENERAL FUND/OPERATION OF PL	45,432.07	0.00	45,432.07	
1000E7900	0160	0032	00000	00000	00000	GENERAL FUND/OPERATION OF PL	35,521.92	71.96	35,449.96	
1000E7900	0160	0091	00000	00000	00000	GENERAL FUND/OPERATION OF PL	29,969.58	0.00	29,969.58	
1000E7900	0160	9003	00000	00000	00000	GENERAL FUND/OPERATION OF PL	62,226.78	207.00	62,019.78	

FundFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E7900	0210	0012	00000	00000	00000	GENERAL FUND/OPERATION OF PL	7,116.81	0.00	7,116.81	
1000E7900	0210	0013	00000	00000	00000	GENERAL FUND/OPERATION OF PL	3,139.78	14.17	3,125.61	
1000E7900	0210	0022	00000	00000	00000	GENERAL FUND/OPERATION OF PL	3,621.37	0.00	3,621.37	
1000E7900	0210	0022	02100	00000	00000	GENERAL FUND/OPERATION OF PL	54.07	0.00	54.07	
1000E7900	0210	0031	00000	00000	00000	GENERAL FUND/OPERATION OF PL	5,410.97	0.00	5,410.97	
1000E7900	0210	0032	00000	00000	00000	GENERAL FUND/OPERATION OF PL	4,230.69	8.57	4,222.12	
1000E7900	0210	0091	00000	00000	00000	GENERAL FUND/OPERATION OF PL	3,569.38	0.00	3,569.38	
1000E7900	0210	9003	00000	00000	00000	GENERAL FUND/OPERATION OF PL	7,411.19	24.65	7,386.54	
1000E7900	0210	9004	00000	00000	00000	GENERAL FUND/OPERATION OF PL	4,733.45	0.00	4,733.45	
1000E7900	0220	0012	00000	00000	00000	GENERAL FUND/OPERATION OF PL	3,941.01	0.00	3,941.01	
1000E7900	0220	0013	00000	00000	00000	GENERAL FUND/OPERATION OF PL	1,954.39	9.11	1,945.28	
1000E7900	0220	0022	00000	00000	00000	GENERAL FUND/OPERATION OF PL	2,151.30	0.00	2,151.30	
1000E7900	0220	0022	02100	00000	00000	GENERAL FUND/OPERATION OF PL	34.72	0.00	34.72	
1000E7900	0220	0031	00000	00000	00000	GENERAL FUND/OPERATION OF PL	3,332.73	0.00	3,332.73	
1000E7900	0220	0032	00000	00000	00000	GENERAL FUND/OPERATION OF PL	2,663.97	5.48	2,658.49	
1000E7900	0220	0091	00000	00000	00000	GENERAL FUND/OPERATION OF PL	2,132.94	0.00	2,132.94	
1000E7900	0220	9003	00000	00000	00000	GENERAL FUND/OPERATION OF PL	4,513.34	15.83	4,497.51	
1000E7900	0220	9004	00000	00000	00000	GENERAL FUND/OPERATION OF PL	3,837.68	0.00	3,837.68	
1000E7900	0230	0012	00000	00000	00000	GENERAL FUND/OPERATION OF PL	4,068.42	0.00	4,068.42	
1000E7900	0230	0013	00000	00000	00000	GENERAL FUND/OPERATION OF PL	3,303.42	0.00	3,303.42	
1000E7900	0230	0022	00000	00000	00000	GENERAL FUND/OPERATION OF PL	4,354.68	0.00	4,354.68	
1000E7900	0230	0031	00000	00000	00000	GENERAL FUND/OPERATION OF PL	4,685.47	0.00	4,685.47	
1000E7900	0230	0032	00000	00000	00000	GENERAL FUND/OPERATION OF PL	3,100.92	889.76	2,211.16	
1000E7900	0230	0091	00000	00000	00000	GENERAL FUND/OPERATION OF PL	4,373.40	0.00	4,373.40	
1000E7900	0230	9003	00000	00000	00000	GENERAL FUND/OPERATION OF PL	6,790.23	0.00	6,790.23	
1000E7900	0230	9004	00000	00000	00000	GENERAL FUND/OPERATION OF PL	1,408.82	0.00	1,408.82	
1000E7900	0320	9001	00000	00000	00000	GENERAL FUND/OPERATION OF PL	562,336.66	0.00	562,336.66	
1000E7900	0350	9003	01057	00000	00000	GENERAL FUND/OPERATION OF PL	194.11	0.00	194.11	
1000E7900	0350	9004	01058	00000	00000	GENERAL FUND/OPERATION OF PL	571.03	0.00	571.03	
1000E7900	0360	9003	01057	00000	00000	GENERAL FUND/OPERATION OF PL	989.39	0.00	989.39	
1000E7900	0379	0012	00000	00000	00000	GENERAL FUND/OPERATION OF PL	1,792.14	0.00	1,792.14	
1000E7900	0379	0013	00000	00000	00000	GENERAL FUND/OPERATION OF PL	697.86	0.00	697.86	
1000E7900	0379	0022	00000	00000	00000	GENERAL FUND/OPERATION OF PL	498.27	0.00	498.27	
1000E7900	0379	0022	01414	00000	00000	GENERAL FUND/OPERATION OF PL	49.56	0.00	49.56	
1000E7900	0379	0031	00000	00000	00000	GENERAL FUND/OPERATION OF PL	697.86	0.00	697.86	
1000E7900	0379	0032	00000	00000	00000	GENERAL FUND/OPERATION OF PL	1,493.46	0.00	1,493.46	
1000E7900	0379	0091	00000	00000	00000	GENERAL FUND/OPERATION OF PL	597.39	0.00	597.39	
1000E7900	0379	9001	00000	00000	00000	GENERAL FUND/OPERATION OF PL	4,012.79	0.00	4,012.79	
1000E7900	0379	9002	00000	00000	00000	GENERAL FUND/OPERATION OF PL	424.46	0.00	424.46	
1000E7900	0379	9003	00000	00000	00000	GENERAL FUND/OPERATION OF PL	430.41	0.00	430.41	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E7900	0379	9004	00000	00000	00000	GENERAL FUND/OPERATION OF PL	454.88	0.00	454.88	
1000E7900	0380	0012	00000	00000	00000	GENERAL FUND/OPERATION OF PL	17,284.18	0.00	17,284.18	
1000E7900	0380	0013	00000	00000	00000	GENERAL FUND/OPERATION OF PL	2,690.52	0.00	2,690.52	
1000E7900	0380	0022	00000	00000	00000	GENERAL FUND/OPERATION OF PL	648.87	0.00	648.87	
1000E7900	0380	0031	00000	00000	00000	GENERAL FUND/OPERATION OF PL	2,859.55	0.00	2,859.55	
1000E7900	0380	0032	00000	00000	00000	GENERAL FUND/OPERATION OF PL	16,789.80	0.00	16,789.80	
1000E7900	0380	0091	00000	00000	00000	GENERAL FUND/OPERATION OF PL	1,910.17	0.00	1,910.17	
1000E7900	0380	9001	00000	00000	00000	GENERAL FUND/OPERATION OF PL	4,150.74	0.00	4,150.74	
1000E7900	0380	9002	00000	00000	00000	GENERAL FUND/OPERATION OF PL	673.49	0.00	673.49	
1000E7900	0380	9003	00000	00000	00000	GENERAL FUND/OPERATION OF PL	922.37	0.00	922.37	
1000E7900	0390	0012	00000	00000	00000	GENERAL FUND/OPERATION OF PL	543.18	0.00	543.18	
1000E7900	0390	0012	01016	00000	00000	GENERAL FUND/OPERATION OF PL	8,794.58	0.00	8,794.58	
1000E7900	0390	0013	00000	00000	00000	GENERAL FUND/OPERATION OF PL	199.68	0.00	199.68	
1000E7900	0390	0013	01016	00000	00000	GENERAL FUND/OPERATION OF PL	10,927.19	0.00	10,927.19	
1000E7900	0390	0022	00000	00000	00000	GENERAL FUND/OPERATION OF PL	65.46	0.00	65.46	
1000E7900	0390	0022	01016	00000	00000	GENERAL FUND/OPERATION OF PL	11,510.84	0.00	11,510.84	
1000E7900	0390	0031	00000	00000	00000	GENERAL FUND/OPERATION OF PL	108.16	0.00	108.16	
1000E7900	0390	0031	01016	00000	00000	GENERAL FUND/OPERATION OF PL	9,304.72	0.00	9,304.72	
1000E7900	0390	0032	00000	00000	00000	GENERAL FUND/OPERATION OF PL	251.36	0.00	251.36	
1000E7900	0390	0032	01016	00000	00000	GENERAL FUND/OPERATION OF PL	12,596.32	0.00	12,596.32	
1000E7900	0390	0091	00000	00000	00000	GENERAL FUND/OPERATION OF PL	261.70	0.00	261.70	
1000E7900	0390	0091	01016	00000	00000	GENERAL FUND/OPERATION OF PL	7,361.51	0.00	7,361.51	
1000E7900	0390	9001	00000	00000	00000	GENERAL FUND/OPERATION OF PL	68.46	0.00	68.46	
1000E7900	0390	9001	01058	00000	00000	GENERAL FUND/OPERATION OF PL	642.46	0.00	642.46	
1000E7900	0390	9004	01058	00000	00000	GENERAL FUND/OPERATION OF PL	1,965.64	0.00	1,965.64	
1000E7900	0420	0032	00000	00000	00000	GENERAL FUND/OPERATION OF PL	172.09	0.00	172.09	
1000E7900	0430	0012	00000	00000	00000	GENERAL FUND/OPERATION OF PL	100,983.51	0.00	100,983.51	
1000E7900	0430	0013	00000	00000	00000	GENERAL FUND/OPERATION OF PL	49,080.33	0.00	49,080.33	
1000E7900	0430	0022	00000	00000	00000	GENERAL FUND/OPERATION OF PL	23,410.81	0.00	23,410.81	
1000E7900	0430	0031	00000	00000	00000	GENERAL FUND/OPERATION OF PL	32,056.87	0.00	32,056.87	
1000E7900	0430	0032	00000	00000	00000	GENERAL FUND/OPERATION OF PL	62,111.82	0.00	62,111.82	
1000E7900	0430	0091	00000	00000	00000	GENERAL FUND/OPERATION OF PL	28,414.35	135.00	28,279.35	
1000E7900	0430	9001	00000	00000	00000	GENERAL FUND/OPERATION OF PL	13,420.55	0.00	13,420.55	
1000E7900	0430	9002	00000	00000	00000	GENERAL FUND/OPERATION OF PL	4,778.64	320.00	4,458.64	
1000E7900	0430	9003	00000	00000	00000	GENERAL FUND/OPERATION OF PL	7,215.37	0.00	7,215.37	
1000E7900	0510	9003	01057	00000	00000	GENERAL FUND/OPERATION OF PL	9,830.42	26.99	9,803.43	
1000E7900	0510	9004	01058	00000	00000	GENERAL FUND/OPERATION OF PL	5,147.41	0.00	5,147.41	
1000E7900	0560	9003	01057	00000	00000	GENERAL FUND/OPERATION OF PL	31.50	0.00	31.50	
1000E7900	0750	9004	00000	00000	00000	GENERAL FUND/OPERATION OF PL	81,746.70	550.00	81,196.70	
1000E8100	0110	9003	00000	00000	00000	GENERAL FUND/MAINTENANCE OF	17,699.52	0.00	17,699.52	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E8100	0160	9003	00000	00000	00000	GENERAL FUND/MAINTENANCE OF	98,000.47	0.00	98,000.47	
1000E8100	0210	9003	00000	00000	00000	GENERAL FUND/MAINTENANCE OF	14,693.09	0.00	14,693.09	
1000E8100	0220	9003	00000	00000	00000	GENERAL FUND/MAINTENANCE OF	8,569.27	0.00	8,569.27	
1000E8100	0230	9003	00000	00000	00000	GENERAL FUND/MAINTENANCE OF	5,614.39	0.00	5,614.39	
1000E8100	0360	9003	01059	00000	00000	GENERAL FUND/MAINTENANCE OF	1,029.80	0.00	1,029.80	
1000E8100	0360	9003	09003	00000	00000	GENERAL FUND/MAINTENANCE OF	375.00	0.00	375.00	
1000E8100	0390	9001	00000	00000	00000	GENERAL FUND/MAINTENANCE OF	25,180.29	0.00	25,180.29	
1000E8100	0390	9003	01059	00000	00000	GENERAL FUND/MAINTENANCE OF	40,423.29	0.00	40,423.29	
1000E8100	0390	9003	09003	00000	00000	GENERAL FUND/MAINTENANCE OF	1,223.60	0.00	1,223.60	
1000E8100	0510	9003	01059	00000	00000	GENERAL FUND/MAINTENANCE OF	9,283.09	0.00	9,283.09	
1000E8100	0510	9003	09003	00000	00000	GENERAL FUND/MAINTENANCE OF	52,207.32	892.05	51,315.27	
1000E8200	0160	9001	00000	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	21,801.90	1,926.24	19,875.66	
1000E8200	0160	9001	01038	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	21,801.90	1,926.24	19,875.66	
1000E8200	0210	9001	00000	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	2,367.18	0.00	2,367.18	
1000E8200	0210	9001	01038	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	3,946.02	0.00	3,946.02	
1000E8200	0220	9001	00000	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	1,520.46	0.00	1,520.46	
1000E8200	0220	9001	01038	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	1,477.56	0.00	1,477.56	
1000E8200	0230	9001	00000	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	250.82	0.00	250.82	
1000E8200	0230	9001	01038	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	1,101.14	0.00	1,101.14	
1000E8200	0319	9001	01105	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	4,050.93	0.00	4,050.93	
1000E8200	0330	9001	01038	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	138.84	0.00	138.84	
1000E8200	0330	9001	01105	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	472.50	0.00	472.50	
1000E8200	0369	0012	01105	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	378.00	0.00	378.00	
1000E8200	0369	0013	01105	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	378.00	0.00	378.00	
1000E8200	0369	0022	01105	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	378.00	0.00	378.00	
1000E8200	0369	0031	01105	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	378.00	0.00	378.00	
1000E8200	0369	0032	01105	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	378.00	0.00	378.00	
1000E8200	0369	0091	01105	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	378.00	0.00	378.00	
1000E8200	0369	9001	01105	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	38,826.60	0.00	38,826.60	
1000E8200	0390	0011	01090	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	3,312.71	0.00	3,312.71	
1000E8200	0390	0012	01090	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	34,196.73	0.00	34,196.73	
1000E8200	0390	0013	01090	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	16,014.88	0.00	16,014.88	
1000E8200	0390	0022	01090	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	9,509.87	0.00	9,509.87	
1000E8200	0390	0031	01090	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	17,566.22	0.00	17,566.22	
1000E8200	0390	0032	01090	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	25,678.51	0.00	25,678.51	
1000E8200	0390	0091	01090	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	13,103.08	0.00	13,103.08	
1000E8200	0390	9001	01090	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	119,382.00	119,382.00	0.00	
1000E8200	0519	9001	01105	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	2,710.02	0.00	2,710.02	
1000E8200	0643	9001	01105	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	43,097.54	0.00	43,097.54	
1000E8200	0644	9001	01105	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	188,316.34	0.00	188,316.34	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
1000E8200	0730	9001	01105	00000	00000	GENERAL FUND/ADMIN TECHNOLOG	300.00	0.00	300.00	
1000E9100	0160	0013	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	3,202.81	0.00	3,202.81	
1000E9100	0160	0022	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	4,254.06	0.00	4,254.06	
1000E9100	0160	0031	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	6,551.26	200.00	6,351.26	
1000E9100	0160	0091	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	4,623.21	0.00	4,623.21	
1000E9100	0210	0013	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	537.13	0.00	537.13	
1000E9100	0210	0022	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	506.64	0.00	506.64	
1000E9100	0210	0031	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	596.44	0.00	596.44	
1000E9100	0210	0091	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	550.62	0.00	550.62	
1000E9100	0220	0013	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	440.63	0.00	440.63	
1000E9100	0220	0022	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	429.74	0.00	429.74	
1000E9100	0220	0031	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	503.83	15.30	488.53	
1000E9100	0220	0091	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	404.95	0.00	404.95	
1000E9100	0510	0013	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	192.73	0.00	192.73	
1000E9100	0510	0022	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	214.06	0.00	214.06	
1000E9100	0510	0091	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	253.08	0.00	253.08	
1000E9100	0510	9001	01030	00000	00000	GENERAL FUND/COMMUNITY SERVI	330.00	0.00	330.00	
1000E9100	0510	9001	01350	00000	00000	GENERAL FUND/COMMUNITY SERVI	1,518.58	0.00	1,518.58	
1000E9100	0519	0022	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	81.77	0.00	81.77	
1000E9100	0519	0031	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	130.62	0.00	130.62	
1000E9100	0750	0013	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	2,556.60	0.00	2,556.60	
1000E9100	0750	0022	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	1,363.40	0.00	1,363.40	
1000E9100	0750	0031	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	35.00	0.00	35.00	
1000E9100	0750	0091	01009	00000	00000	GENERAL FUND/COMMUNITY SERVI	670.00	0.00	670.00	
** Total Fund 1000		Operating Expenses		Count	844		8,574,786.41	282,298.60	8,292,487.81	
** Total Fund 1000		Operating Statement		Count	866		8,723,542.55	9,340,716.74	617,174.19CR	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
2100Q1530	0000	0000	00000	00000	00000	SBE/COBI BONDS/EXPENDITURES/	0.00	0.00	0.00	737,255.97
2100Q2520	0000	0000	00000	00000	00000	SBE/COBI BONDS/REVENUE/NON-D	0.00	0.00	0.00	722,063.59CR
2100Q2760	0000	0000	00000	00000	00000	SBE/COBI BONDS/UNRESERVED FU	0.00	0.00	0.00	15,192.38CR
** Total Fund 2100						Balance Sheet Count 3	0.00	0.00	0.00	0.00
** Total Fund 2100						Operating Statement Count 0	0.00	0.00	0.00	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
2300Q1530	0000	0000	00000	00000	00000	SECTION 237.161/237.162 F.S.	0.00	0.00	0.00	3,190,020.00
2300Q2520	0000	0000	00000	00000	00000	SECTION 237.161/237.162 F.S.	0.00	0.00	0.00	2,481,713.80CR
2300Q2760	0000	0000	00000	00000	00000	SECTION 237.161/237.162 F.S.	0.00	0.00	0.00	708,306.20CR
** Total Fund 2300						Balance Sheet Count 3	0.00	0.00	0.00	0.00
** Total Fund 2300						Operating Statement Count 0	0.00	0.00	0.00	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
3400A1111	0001	0000	00000	00000	00000	PECO/CASH/Fund Checking/NON-	601,815.03	5,467,685.07	4,865,870.04CR	1,946,715.20CR
3400A1111	0003	0000	00000	00000	00000	PECO/CASH/Accounts Payable/N	5,493,650.67	2,620,030.66	2,873,620.01	0.00
3400A1141	0000	0000	00000	00000	00000	PECO/DUE FROM OTHER FUNDS/NO	0.00	601,815.03	601,815.03CR	0.00
3400A1220	0000	0000	00000	00000	00000	PECO/DUE FROM OTHER AGENCIES	0.00	75,271.00	75,271.00CR	3,002,867.00
3400L2120	0000	0000	00000	00000	00000	PECO/ACCOUNTS PAYABLE/NON-DE	2,645,996.26	2,645,996.26	0.00	0.00
3400L2150	0000	0000	00000	00000	00000	PECO/CONST PAYABLE RETAINED	646,973.36	0.00	646,973.36	0.00
3400L2160	0000	0000	00000	00000	00000	PECO/DUE TO OTHER FUNDS/NON-	601,815.03	601,815.03	0.00	0.00
3400L2632	0000	0000	00000	00000	00000	PECO/DEFERRED REV UNAVAILABL	75,271.00	0.00	75,271.00	3,002,867.00CR
3400Q1520	0000	0000	00000	00000	00000	PECO/ENCUMBRANCES/NON-DESIGN	60,293.80	471,260.36	410,966.56CR	806,984.37
3400Q1530	0000	0000	00000	00000	00000	PECO/EXPENDITURES/NON-DESIGN	2,620,030.66	672,938.96	1,947,091.70	32,505,488.07
3400Q2520	0000	0000	00000	00000	00000	PECO/REVENUE/NON-DESIGNATED/	0.00	0.00	0.00	36,411,678.87CR
3400Q2720	0000	0000	00000	00000	00000	PECO/RESERVED FOR ENCUMBRANC	471,260.36	60,293.80	410,966.56	806,984.37CR
3400Q2760	0000	0000	00000	00000	00000	PECO/UNRESERVED FUND BALANCE	0.00	0.00	0.00	5,852,906.00
** Total Fund 3400			Balance Sheet			Count 13	13,217,106.17	13,217,106.17	0.00	0.00
3400E7400	0630	0031	03120	00000	00000	PECO/FACILITIES ACQUISITION	2,620,030.66	672,938.96	1,947,091.70	
** Total Fund 3400			Operating Expenses			Count 1	2,620,030.66	672,938.96	1,947,091.70	
** Total Fund 3400			Operating Statement			Count 1	2,620,030.66	672,938.96	1,947,091.70	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
3600A1111	0001	0000	00000	00000	00000	CO & DS/CASH/Fund Checking/N	165,103.44	0.00	165,103.44	329,447.00
3600A1220	0000	0000	00000	00000	00000	CO & DS/DUE FROM OTHER AGENC	0.00	165,103.44	165,103.44CR	118.25
3600L2632	0000	0000	00000	00000	00000	CO & DS/DEFERRED REV UNAVAIL	0.00	0.00	0.00	133.86CR
3600Q1530	0000	0000	00000	00000	00000	CO & DS/EXPENDITURES/NON-DES	0.00	0.00	0.00	1,306,795.05
3600Q2520	0000	0000	00000	00000	00000	CO & DS/REVENUE/NON-DESIGNAT	165,103.44	165,103.44	0.00	1,370,729.74CR
3600Q2760	0000	0000	00000	00000	00000	CO & DS/UNRESERVED FUND BALA	0.00	0.00	0.00	265,496.70CR
** Total Fund 3600						Balance Sheet Count 6	330,206.88	330,206.88	0.00	0.00
3600R0000	3321	0000	00000	00000	00000	CO & DS/TO CORRECT FUNCTION/	164,091.15	164,091.15	0.00	
3600R0000	3325	0000	00000	00000	00000	CO & DS/TO CORRECT FUNCTION/	1,012.29	1,012.29	0.00	
** Total Fund 3600						Operating Revenue Count 2	165,103.44	165,103.44	0.00	
** Total Fund 3600						Operating Statement Count 2	165,103.44	165,103.44	0.00	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
3700A1111	0001	0000	00000	00000	00000	CAPITAL IMPROVEMENT/CASH/Fun	7,962.64	3,861.77	4,100.87	3,561,708.61
3700A1111	0003	0000	00000	00000	00000	CAPITAL IMPROVEMENT/CASH/Acc	0.00	0.00	0.00	238.08
3700A1141	0000	0000	00000	00000	00000	CAPITAL IMPROVEMENT/DUE FROM	3,861.77	3,861.77	0.00	0.00
3700A1164	0000	0000	00000	00000	00000	CAPITAL IMPROVEMENT/INVESTME	269.68	0.00	269.68	48,312.25
3700L2160	0000	0000	00000	00000	00000	CAPITAL IMPROVEMENT/DUE TO O	3,861.77	0.00	3,861.77	0.00
3700Q1530	0000	0000	00000	00000	00000	CAPITAL IMPROVEMENT/EXPENDIT	0.00	0.00	0.00	16,674,207.62
3700Q2520	0000	0000	00000	00000	00000	CAPITAL IMPROVEMENT/REVENUE/	0.00	8,232.32	8,232.32CR	16,531,681.97CR
3700Q2760	0000	0000	00000	00000	00000	CAPITAL IMPROVEMENT/UNRESERV	0.00	0.00	0.00	3,752,784.59CR
** Total Fund 3700			Balance Sheet			Count 8	15,955.86	15,955.86	0.00	0.00
3700R0000	3411	0000	00000	00000	00000	CAPITAL IMPROVEMENT/TO CORRE	0.00	1,566.00	1,566.00CR	
3700R0000	3430	0000	00000	00000	00000	CAPITAL IMPROVEMENT/TO CORRE	0.00	6,666.32	6,666.32CR	
** Total Fund 3700			Operating Revenue			Count 2	0.00	8,232.32	8,232.32CR	
** Total Fund 3700			Operating Statement			Count 2	0.00	8,232.32	8,232.32CR	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
3910A1111	0001	0000	00000	00000	00000	IMPACT FEES/CASH/Fund Checki	90,952.34	600,000.00	509,047.66CR	1,450,340.89
3910A1141	0000	0000	00000	00000	00000	IMPACT FEES/DUE FROM OTHER F	600,000.00	602,046.74	2,046.74CR	0.00
3910A1164	0000	0000	00000	00000	00000	IMPACT FEES/INVESTMENTS SBA/	0.00	0.00	0.00	1,759.75
3910L2160	0000	0000	00000	00000	00000	IMPACT FEES/DUE TO OTHER FUN	602,046.74	2,046.74	600,000.00	0.00
3910Q1530	0000	0000	00000	00000	00000	IMPACT FEES/EXPENDITURES/NON	0.00	0.00	0.00	2,351,286.19
3910Q2520	0000	0000	00000	00000	00000	IMPACT FEES/REVENUE/NON-DESI	0.00	88,905.60	88,905.60CR	3,154,870.24CR
3910Q2760	0000	0000	00000	00000	00000	IMPACT FEES/UNRESERVED FUND	0.00	0.00	0.00	648,516.59CR
** Total Fund 3910			Balance Sheet			Count 7	1,292,999.08	1,292,999.08	0.00	0.00
3910R0000	3496	0000	00000	00000	00000	IMPACT FEES/TO CORRECT FUNCT	0.00	88,905.60	88,905.60CR	
** Total Fund 3910			Operating Revenue			Count 1	0.00	88,905.60	88,905.60CR	
** Total Fund 3910			Operating Statement			Count 1	0.00	88,905.60	88,905.60CR	

FundTFunc Obj Fac Proj Subpr Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
3920Q1530 0000 0000 00000 00000 00000	Ed Facilities Security Gnt/E	0.00	0.00	0.00	260,208.00
3920Q2520 0000 0000 00000 00000 00000	Ed Facilities Security Gnt/R	0.00	0.00	0.00	260,208.00CR
** Total Fund 3920	Balance Sheet Count 2	0.00	0.00	0.00	0.00
** Total Fund 3920	Operating Statement Count 0	0.00	0.00	0.00	

FundTFunc Obj Fac Proj Subpr Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4100A1111 0001 0000 00000 00000 00000	FOOD SERVICES/CASH/Fund Chec	166,173.55	403,760.53	237,586.98CR	1,310,711.37
4100A1111 0002 0000 00000 00000 00000	FOOD SERVICES/CASH/Payroll C	194,757.61	184,911.97	9,845.64	45,945.82
4100A1111 0003 0000 00000 00000 00000	FOOD SERVICES/CASH/Accounts	260,599.04	257,535.51	3,063.53	933.32CR
4100A1115 0000 0000 00000 00000 00000	FOOD SERVICES/CASH INT EARNI	171.56	0.00	171.56	206,067.04
4100A1117 0000 0000 00000 00000 00000	FOOD SERVICES/CASH ON HAND/N	420.00	0.00	420.00	420.00
4100A1141 0000 0000 00000 00000 00000	FOOD SERVICES/DUE FROM OTHER	184,667.12	187,781.59	3,114.47CR	0.00
4100A1151 0000 0000 00000 00000 00000	FOOD SERVICES/TRANSPORTATION	0.00	0.00	0.00	22,372.20
4100A1152 0000 0000 00000 00000 00000	FOOD SERVICES/WAREHOUSE INVE	0.00	0.00	0.00	97,866.35
4100A1153 0000 0000 00000 00000 00000	FOOD SERVICES/CUSTODIAL INVE	0.00	0.00	0.00	12,191.63
4100A1164 0000 0000 00000 00000 00000	FOOD SERVICES/INVESTMENTS SB	0.47	0.00	0.47	83.54
4100A1220 0000 0000 00000 00000 00000	FOOD SERVICES/DUE FROM OTHER	0.00	25,000.00	25,000.00CR	0.00
4100L2110 0000 0000 00000 00000 00000	FOOD SERVICES/SAL, BEN & PYR	190,439.29	190,439.29	0.00	0.00
4100L2120 0000 0000 00000 00000 00000	FOOD SERVICES/ACCOUNTS PAYAB	219,707.38	219,707.38	0.00	0.00
4100L2160 0000 0000 00000 00000 00000	FOOD SERVICES/DUE TO OTHER F	187,781.59	161,214.49	26,567.10	0.00
4100L2170 0000 0000 00000 00000 00000	FOOD SERVICES/FEDERAL INCOME	9,311.45	9,311.45	0.00	0.00
4100L2171 0000 0000 00000 00000 00000	FOOD SERVICES/F.I.C.A. TAX P	20,781.90	20,781.90	0.00	0.00
4100L2172 0000 0000 00000 00000 00000	FOOD SERVICES/RETIREMENT PAY	10,262.45	20,108.09	9,845.64CR	9,850.69CR
4100L2173 0000 0000 00000 00000 00000	FOOD SERVICES/INSURANCE PAYA	46,888.65	25,007.32	21,881.33	7,905.24CR
4100L2174 0000 0000 00000 00000 00000	FOOD SERVICES/ANNUITIES PAYA	1,540.00	1,540.00	0.00	0.00
4100L2175 0000 0000 00000 00000 00000	FOOD SERVICES/PROFESSIONAL D	401.07	401.07	0.00	0.00
4100L2177 0000 0000 00000 00000 00000	FOOD SERVICES/FOUNDATION PAY	40.00	40.00	0.00	0.00
4100Q1520 0000 0000 00000 00000 00000	FOOD SERVICES/ENCUMBRANCES/N	422,186.07	322,651.03	99,535.04	99,535.04
4100Q1530 0000 0000 00000 00000 00000	FOOD SERVICES/EXPENDITURES/N	365,764.65	15,298.44	350,466.21	29,609,568.19
4100Q2520 0000 0000 00000 00000 00000	FOOD SERVICES/REVENUE/NON-DE	26,397.21	163,265.96	136,868.75CR	30,900,849.08CR
4100Q2720 0000 0000 00000 00000 00000	FOOD SERVICES/RESERVED FOR E	322,651.03	422,186.07	99,535.04CR	99,535.04CR
4100Q2760 0000 0000 00000 00000 00000	FOOD SERVICES/UNRESERVED FUN	0.00	0.00	0.00	385,687.81CR
** Total Fund 4100 Balance Sheet	Count 26	2,630,942.09	2,630,942.09	0.00	0.00
4100R0000 3267 0000 00000 00000 00000	FOOD SERVICES/TO CORRECT FUN	25,000.00	53,372.20	28,372.20CR	
4100R0000 3290 0000 00000 00000 00000	FOOD SERVICES/TO CORRECT FUN	0.00	104,727.82	104,727.82CR	
4100R0000 3430 0000 00000 00000 00000	FOOD SERVICES/TO CORRECT FUN	0.00	2,010.12	2,010.12CR	
4100R0000 3451 0000 00000 00000 00000	FOOD SERVICES/TO CORRECT FUN	677.51	0.00	677.51	
4100R0000 3452 0000 00000 00000 00000	FOOD SERVICES/TO CORRECT FUN	0.00	595.50	595.50CR	
4100R0000 3453 0000 00000 00000 00000	FOOD SERVICES/TO CORRECT FUN	0.00	1,979.41	1,979.41CR	
4100R0000 3454 0000 00000 00000 00000	FOOD SERVICES/TO CORRECT FUN	0.00	19.35	19.35CR	
4100R0000 3455 0000 00000 00000 00000	FOOD SERVICES/TO CORRECT FUN	0.00	208.70	208.70CR	
4100R0000 3457 0000 00000 00000 00000	FOOD SERVICES/TO CORRECT FUN	719.70	0.00	719.70	
4100R0000 3490 0000 00000 00000 00000	FOOD SERVICES/TO CORRECT FUN	0.00	318.01	318.01CR	
4100R0000 3495 0000 00000 00000 00000	FOOD SERVICES/TO CORRECT FUN	0.00	34.85	34.85CR	

FundTFunc Obj Fac Proj Subpr Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
** Total Fund 4100 Operating Revenue	Count 11	26,397.21	163,265.96	136,868.75CR	
4100E7600 0110 9001 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	25,727.22	1,926.24	23,800.98	
4100E7600 0160 1012 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	12,985.98	0.00	12,985.98	
4100E7600 0160 1013 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	11,426.67	0.00	11,426.67	
4100E7600 0160 1022 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	22,267.82	201.12	22,066.70	
4100E7600 0160 1031 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	13,398.70	0.00	13,398.70	
4100E7600 0160 1032 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	9,392.45	0.00	9,392.45	
4100E7600 0160 1091 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	11,583.06	0.00	11,583.06	
4100E7600 0160 9001 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	33,280.82	702.98	32,577.84	
4100E7600 0210 1012 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	1,404.53	0.00	1,404.53	
4100E7600 0210 1013 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	1,360.90	0.00	1,360.90	
4100E7600 0210 1022 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	2,720.14	23.95	2,696.19	
4100E7600 0210 1031 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	1,460.67	0.00	1,460.67	
4100E7600 0210 1032 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	1,118.62	0.00	1,118.62	
4100E7600 0210 1091 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	1,474.01	0.00	1,474.01	
4100E7600 0210 9001 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	6,798.45	83.73	6,714.72	
4100E7600 0220 1012 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	965.56	0.00	965.56	
4100E7600 0220 1013 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	791.85	0.00	791.85	
4100E7600 0220 1022 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	1,886.09	12.59	1,873.50	
4100E7600 0220 1031 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	975.43	0.00	975.43	
4100E7600 0220 1032 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	671.05	0.00	671.05	
4100E7600 0220 1091 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	781.19	0.00	781.19	
4100E7600 0220 9001 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	4,319.78	53.78	4,266.00	
4100E7600 0230 1012 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	1,912.41	0.00	1,912.41	
4100E7600 0230 1013 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	2,669.55	0.00	2,669.55	
4100E7600 0230 1022 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	3,571.38	0.00	3,571.38	
4100E7600 0230 1031 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	2,553.24	0.00	2,553.24	
4100E7600 0230 1032 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	1,655.31	0.00	1,655.31	
4100E7600 0230 1091 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	2,135.97	0.00	2,135.97	
4100E7600 0230 9001 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	1,478.55	0.00	1,478.55	
4100E7600 0310 9001 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	1,085.75	0.00	1,085.75	
4100E7600 0350 1012 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	6,160.62	2,986.81	3,173.81	
4100E7600 0350 1013 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	8,830.74	4,109.37	4,721.37	
4100E7600 0350 1022 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	4,673.50	1,791.00	2,882.50	
4100E7600 0350 1031 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	18,157.37	0.00	18,157.37	
4100E7600 0350 1032 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	4,360.00	1,413.00	2,947.00	
4100E7600 0350 1091 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	3,987.74	1,993.87	1,993.87	
4100E7600 0350 9001 00000 00000 00000	FOOD SERVICES/SCHOOL FOOD SE	437.50	0.00	437.50	

Fund	TFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4100	E7600	0370	9001	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	400.00	0.00	400.00	
4100	E7600	0390	1012	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	1,547.09	0.00	1,547.09	
4100	E7600	0390	1013	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	1,547.09	0.00	1,547.09	
4100	E7600	0390	1022	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	1,547.09	0.00	1,547.09	
4100	E7600	0390	1031	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	1,547.09	0.00	1,547.09	
4100	E7600	0390	1032	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	1,547.09	0.00	1,547.09	
4100	E7600	0390	1091	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	1,497.64	0.00	1,497.64	
4100	E7600	0390	9001	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	1,576.88	0.00	1,576.88	
4100	E7600	0420	1013	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	345.31	0.00	345.31	
4100	E7600	0420	1022	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	1,035.91	0.00	1,035.91	
4100	E7600	0420	1031	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	242.08	0.00	242.08	
4100	E7600	0420	1032	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	29.22	0.00	29.22	
4100	E7600	0510	1012	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	8,743.45	0.00	8,743.45	
4100	E7600	0510	1013	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	6,247.09	0.00	6,247.09	
4100	E7600	0510	1022	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	6,654.23	0.00	6,654.23	
4100	E7600	0510	1031	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	13,277.64	0.00	13,277.64	
4100	E7600	0510	1032	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	8,589.59	0.00	8,589.59	
4100	E7600	0510	1091	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	9,545.86	0.00	9,545.86	
4100	E7600	0510	9001	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	1,532.34	0.00	1,532.34	
4100	E7600	0570	1012	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	7,759.17	0.00	7,759.17	
4100	E7600	0570	1013	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	7,978.14	0.00	7,978.14	
4100	E7600	0570	1022	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	13,264.33	0.00	13,264.33	
4100	E7600	0570	1031	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	10,500.28	0.00	10,500.28	
4100	E7600	0570	1032	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	7,730.12	0.00	7,730.12	
4100	E7600	0570	1091	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	9,544.43	0.00	9,544.43	
4100	E7600	0570	9001	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	232.37	0.00	232.37	
4100	E7600	0730	1012	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	195.00	0.00	195.00	
4100	E7600	0730	1013	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	355.00	0.00	355.00	
4100	E7600	0730	1022	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	195.00	0.00	195.00	
4100	E7600	0730	1031	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	195.00	0.00	195.00	
4100	E7600	0730	1032	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	195.00	0.00	195.00	
4100	E7600	0730	1091	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	195.00	0.00	195.00	
4100	E7600	0730	9001	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	4,845.00	0.00	4,845.00	
4100	E7600	0750	1012	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	280.00	0.00	280.00	
4100	E7600	0750	1013	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	100.00	0.00	100.00	
4100	E7600	0750	1022	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	3,900.00	0.00	3,900.00	
4100	E7600	0750	1031	00000	00000	00000	FOOD SERVICES/SCHOOL FOOD SE	387.50	0.00	387.50	
** Total Fund 4100 Operating Expenses Count 74								365,764.65	15,298.44	350,466.21	

FundTFunc Obj Fac Proj Subpr Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
** Total Fund 4100 Operating Statement	Count 85	392,161.86	178,564.40	213,597.46	

FundTFunc Obj Fac Proj Subpr Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4200A1111 0001 0000 00000 00000 00000	OTHER SPECIAL REVENUE/CASH/F	885,836.65	713,392.96	172,443.69	173,173.14
4200A1111 0002 0000 00000 00000 00000	OTHER SPECIAL REVENUE/CASH/P	407,999.20	385,375.66	22,623.54	52,174.55
4200A1111 0003 0000 00000 00000 00000	OTHER SPECIAL REVENUE/CASH/A	449,277.47	429,487.35	19,790.12	4,144.35
4200A1141 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/DUE FR	760,487.74	892,088.92	131,601.18CR	0.00
4200A1164 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/INVEST	22.76	0.00	22.76	4,069.42
4200A1220 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/DUE FR	0.00	110,647.68	110,647.68CR	0.00
4200L2110 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/SAL, B	386,117.71	386,117.71	0.00	0.00
4200L2120 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/ACCOUN	248,941.99	248,941.99	0.00	0.00
4200L2160 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/DUE TO	892,088.92	885,679.47	6,409.45	210,000.00CR
4200L2170 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/FEDERA	22,438.30	22,438.30	0.00	0.00
4200L2171 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/F.I.C.	42,910.40	42,738.01	172.39	120.26
4200L2172 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/RETIRE	23,994.37	44,207.88	20,213.51CR	20,213.51CR
4200L2173 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/INSURA	69,490.49	36,372.82	33,117.67	11,350.96CR
4200L2174 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/ANNUIT	7,303.95	7,303.95	0.00	0.00
4200L2175 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/PROFES	1,158.28	1,158.28	0.00	0.00
4200L2177 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/FOUNDA	110.57	110.57	0.00	0.00
4200Q1520 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/ENCUMB	280,944.81	277,445.87	3,498.94	18,376.82
4200Q1530 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/EXPEND	664,532.69	13,039.39	651,493.30	31,296,789.12
4200Q2520 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/REVENU	0.00	643,610.55	643,610.55CR	31,008,203.97CR
4200Q2720 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/RESERV	277,445.87	280,944.81	3,498.94CR	18,376.82CR
4200Q2760 0000 0000 00000 00000 00000	OTHER SPECIAL REVENUE/UNRESE	0.00	0.00	0.00	280,702.40CR
** Total Fund 4200 Balance Sheet	Count 21	5,421,102.17	5,421,102.17	0.00	0.00
4200R0000 3200 0000 00000 00000 00000	OTHER SPECIAL REVENUE/TO COR	0.00	643,430.61	643,430.61CR	
4200R0000 3430 0000 00000 00000 00000	OTHER SPECIAL REVENUE/TO COR	0.00	179.94	179.94CR	
** Total Fund 4200 Operating Revenue	Count 2	0.00	643,610.55	643,610.55CR	
4200E5100 0120 0013 04302 00000 00000	OTHER SPECIAL REVENUE/K-12 I	10,380.56	0.00	10,380.56	
4200E5100 0120 0031 04302 00000 00000	OTHER SPECIAL REVENUE/K-12 I	11,052.77	0.00	11,052.77	
4200E5100 0120 0091 04302 00000 00000	OTHER SPECIAL REVENUE/K-12 I	26,591.58	1,453.86	25,137.72	
4200E5100 0150 0012 04330 00000 00000	OTHER SPECIAL REVENUE/K-12 I	2,546.85	0.00	2,546.85	
4200E5100 0150 0013 04302 00000 00000	OTHER SPECIAL REVENUE/K-12 I	7,495.06	141.90	7,353.16	
4200E5100 0150 0031 04302 00000 00000	OTHER SPECIAL REVENUE/K-12 I	9,458.91	0.00	9,458.91	
4200E5100 0150 0091 04302 00000 00000	OTHER SPECIAL REVENUE/K-12 I	9,626.40	0.00	9,626.40	
4200E5100 0210 0012 04330 00000 00000	OTHER SPECIAL REVENUE/K-12 I	303.33	0.00	303.33	
4200E5100 0210 0013 04302 00000 00000	OTHER SPECIAL REVENUE/K-12 I	2,129.01	16.90	2,112.11	
4200E5100 0210 0031 04302 00000 00000	OTHER SPECIAL REVENUE/K-12 I	2,655.94	0.00	2,655.94	
4200E5100 0210 0091 04302 00000 00000	OTHER SPECIAL REVENUE/K-12 I	4,474.96	0.00	4,474.96	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4200E5100	0220	0012	04330	00000	00000	OTHER SPECIAL REVENUE/K-12 I	166.32	0.00	166.32	
4200E5100	0220	0013	04302	00000	00000	OTHER SPECIAL REVENUE/K-12 I	1,444.86	10.67	1,434.19	
4200E5100	0220	0031	04302	00000	00000	OTHER SPECIAL REVENUE/K-12 I	1,535.35	0.00	1,535.35	
4200E5100	0220	0091	04302	00000	00000	OTHER SPECIAL REVENUE/K-12 I	2,515.72	0.00	2,515.72	
4200E5100	0230	0012	04330	00000	00000	OTHER SPECIAL REVENUE/K-12 I	806.58	0.00	806.58	
4200E5100	0230	0013	04302	00000	00000	OTHER SPECIAL REVENUE/K-12 I	2,812.24	0.00	2,812.24	
4200E5100	0230	0031	04302	00000	00000	OTHER SPECIAL REVENUE/K-12 I	856.83	0.00	856.83	
4200E5100	0230	0091	04302	00000	00000	OTHER SPECIAL REVENUE/K-12 I	3,737.45	0.00	3,737.45	
4200E5100	0369	0013	04302	00000	00000	OTHER SPECIAL REVENUE/K-12 I	26,980.10	0.00	26,980.10	
4200E5100	0369	0031	04302	00000	00000	OTHER SPECIAL REVENUE/K-12 I	40,075.26	0.00	40,075.26	
4200E5100	0369	0091	04302	00000	00000	OTHER SPECIAL REVENUE/K-12 I	23,033.59	0.00	23,033.59	
4200E5100	0510	0012	04235	00000	00000	OTHER SPECIAL REVENUE/K-12 I	7,440.00	0.00	7,440.00	
4200E5100	0510	0013	04302	00000	00000	OTHER SPECIAL REVENUE/K-12 I	37,629.90	0.00	37,629.90	
4200E5100	0510	0031	04302	00000	00000	OTHER SPECIAL REVENUE/K-12 I	27,078.50	0.00	27,078.50	
4200E5100	0510	0091	04302	00000	00000	OTHER SPECIAL REVENUE/K-12 I	30,603.17	0.00	30,603.17	
4200E5100	0510	9001	04235	00000	00000	OTHER SPECIAL REVENUE/K-12 I	3,406.58	394.88	3,011.70	
4200E5100	0510	9001	04330	00000	00000	OTHER SPECIAL REVENUE/K-12 I	1,649.50	0.00	1,649.50	
4200E5100	0730	9001	04330	00000	00000	OTHER SPECIAL REVENUE/K-12 I	729.50	0.00	729.50	
4200E5100	0750	0013	04302	00000	00000	OTHER SPECIAL REVENUE/K-12 I	2,328.10	0.00	2,328.10	
4200E5200	0120	0012	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	1,250.13	0.00	1,250.13	
4200E5200	0120	0013	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	4,633.41	0.00	4,633.41	
4200E5200	0120	0022	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	11,106.06	242.31	10,863.75	
4200E5200	0120	0031	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	738.40	0.00	738.40	
4200E5200	0120	0032	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	1,123.85	0.00	1,123.85	
4200E5200	0120	0091	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	184.60	0.00	184.60	
4200E5200	0150	0012	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	6,823.89	0.00	6,823.89	
4200E5200	0150	0013	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	2,819.65	0.00	2,819.65	
4200E5200	0150	0022	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	13,583.45	318.18	13,265.27	
4200E5200	0150	0022	04305	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	2,700.38	0.00	2,700.38	
4200E5200	0150	0031	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	185.35	0.00	185.35	
4200E5200	0150	0032	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	604.60	0.00	604.60	
4200E5200	0150	0091	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	5,504.70	0.00	5,504.70	
4200E5200	0210	0012	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	961.69	0.00	961.69	
4200E5200	0210	0013	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	887.66	0.00	887.66	
4200E5200	0210	0022	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	3,102.54	37.89	3,064.65	
4200E5200	0210	0022	04305	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	321.64	0.00	321.64	
4200E5200	0210	0031	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	102.99	0.00	102.99	
4200E5200	0210	0032	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	205.84	0.00	205.84	
4200E5200	0210	0091	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	1,324.72	0.00	1,324.72	
4200E5200	0220	0012	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	566.18	0.00	566.18	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4200E5200	0220	0013	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	581.97	0.00	581.97	
4200E5200	0220	0022	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	1,775.12	23.32	1,751.80	
4200E5200	0220	0022	04305	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	194.95	0.00	194.95	
4200E5200	0220	0031	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	96.41	0.00	96.41	
4200E5200	0220	0032	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	253.98	0.00	253.98	
4200E5200	0220	0091	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	429.69	0.00	429.69	
4200E5200	0230	0012	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	1,080.66	0.00	1,080.66	
4200E5200	0230	0013	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	676.41	0.00	676.41	
4200E5200	0230	0022	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	2,322.46	0.00	2,322.46	
4200E5200	0230	0022	04305	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	505.26	40.13	465.13	
4200E5200	0230	0091	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	1,261.29	0.00	1,261.29	
4200E5200	0390	9006	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	2,089.75	0.00	2,089.75	
4200E5200	0510	9006	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	3,426.98	0.00	3,426.98	
4200E5200	0519	9006	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	620.77	0.00	620.77	
4200E5200	0641	9006	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	996.23	0.00	996.23	
4200E5200	0642	9006	04204	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	3,090.48	0.00	3,090.48	
4200E5200	0642	9006	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	3,398.05	0.00	3,398.05	
4200E5200	0643	9006	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	818.59	0.00	818.59	
4200E5200	0750	0013	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	183.84	0.00	183.84	
4200E5200	0750	0022	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	632.15	0.00	632.15	
4200E5200	0750	0031	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	376.32	0.00	376.32	
4200E5200	0750	0032	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	1,698.84	0.00	1,698.84	
4200E5200	0750	0091	04304	00000	00000	OTHER SPECIAL REVENUE/EXCEPT	81.56	0.00	81.56	
4200E5300	0120	0012	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	1,539.55	0.00	1,539.55	
4200E5300	0120	0012	04319	00000	00000	OTHER SPECIAL REVENUE/CAREER	3,756.99	0.00	3,756.99	
4200E5300	0120	0032	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	287.20	0.00	287.20	
4200E5300	0150	0012	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	915.41	0.00	915.41	
4200E5300	0150	0012	04319	00000	00000	OTHER SPECIAL REVENUE/CAREER	392.31	0.00	392.31	
4200E5300	0210	0012	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	292.38	0.00	292.38	
4200E5300	0210	0012	04319	00000	00000	OTHER SPECIAL REVENUE/CAREER	494.19	0.00	494.19	
4200E5300	0210	0032	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	34.20	0.00	34.20	
4200E5300	0220	0012	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	185.18	0.00	185.18	
4200E5300	0220	0012	04319	00000	00000	OTHER SPECIAL REVENUE/CAREER	316.77	0.00	316.77	
4200E5300	0220	0032	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	21.96	0.00	21.96	
4200E5300	0230	0012	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	110.70	0.00	110.70	
4200E5300	0230	0012	04319	00000	00000	OTHER SPECIAL REVENUE/CAREER	29.15	0.00	29.15	
4200E5300	0330	0012	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	759.71	0.00	759.71	
4200E5300	0350	0012	04201	00000	00000	OTHER SPECIAL REVENUE/CAREER	2,700.00	1,350.00	1,350.00	
4200E5300	0350	0032	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	1,622.95	0.00	1,622.95	
4200E5300	0369	0012	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	5,849.34	0.00	5,849.34	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4200E5300	0369	0032	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	1,275.00	0.00	1,275.00	
4200E5300	0510	0012	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	27.95	0.00	27.95	
4200E5300	0520	0012	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	200.00	0.00	200.00	
4200E5300	0643	0012	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	672.50	0.00	672.50	
4200E5300	0730	0012	04301	00000	00000	OTHER SPECIAL REVENUE/CAREER	660.00	0.00	660.00	
4200E5400	0120	0011	04203	00000	00000	OTHER SPECIAL REVENUE/ADULT	1,535.65	1,126.29	409.36	
4200E5400	0120	0011	04303	00000	00000	OTHER SPECIAL REVENUE/ADULT	3,621.30	0.00	3,621.30	
4200E5400	0120	0011	04321	00000	00000	OTHER SPECIAL REVENUE/ADULT	2,888.05	0.00	2,888.05	
4200E5400	0130	0011	04203	00000	00000	OTHER SPECIAL REVENUE/ADULT	16,748.85	0.00	16,748.85	
4200E5400	0150	0011	04203	00000	00000	OTHER SPECIAL REVENUE/ADULT	130.91	0.00	130.91	
4200E5400	0150	0011	04303	00000	00000	OTHER SPECIAL REVENUE/ADULT	4,470.94	0.00	4,470.94	
4200E5400	0150	0011	04321	00000	00000	OTHER SPECIAL REVENUE/ADULT	1,739.31	0.00	1,739.31	
4200E5400	0210	0011	04203	00000	00000	OTHER SPECIAL REVENUE/ADULT	2,193.19	134.14	2,059.05	
4200E5400	0210	0011	04303	00000	00000	OTHER SPECIAL REVENUE/ADULT	963.80	0.00	963.80	
4200E5400	0210	0011	04321	00000	00000	OTHER SPECIAL REVENUE/ADULT	551.11	0.00	551.11	
4200E5400	0220	0011	04203	00000	00000	OTHER SPECIAL REVENUE/ADULT	1,376.10	86.16	1,289.94	
4200E5400	0220	0011	04303	00000	00000	OTHER SPECIAL REVENUE/ADULT	607.76	0.00	607.76	
4200E5400	0220	0011	04321	00000	00000	OTHER SPECIAL REVENUE/ADULT	347.75	0.00	347.75	
4200E5400	0230	0011	04203	00000	00000	OTHER SPECIAL REVENUE/ADULT	579.51	0.00	579.51	
4200E5400	0230	0011	04303	00000	00000	OTHER SPECIAL REVENUE/ADULT	468.17	0.00	468.17	
4200E5400	0230	0011	04321	00000	00000	OTHER SPECIAL REVENUE/ADULT	220.39	0.00	220.39	
4200E5400	0330	0011	04203	00000	00000	OTHER SPECIAL REVENUE/ADULT	2,835.69	925.00	1,910.69	
4200E5400	0330	0011	04303	00000	00000	OTHER SPECIAL REVENUE/ADULT	627.69	627.69	0.00	
4200E5400	0369	0011	04303	00000	00000	OTHER SPECIAL REVENUE/ADULT	3,000.00	0.00	3,000.00	
4200E5400	0369	0011	04321	00000	00000	OTHER SPECIAL REVENUE/ADULT	3,485.00	0.00	3,485.00	
4200E5400	0510	0011	04203	00000	00000	OTHER SPECIAL REVENUE/ADULT	921.46	0.00	921.46	
4200E5400	0642	0011	04203	00000	00000	OTHER SPECIAL REVENUE/ADULT	628.29	0.00	628.29	
4200E5400	0643	0011	04303	00000	00000	OTHER SPECIAL REVENUE/ADULT	672.49	0.00	672.49	
4200E5400	0730	0011	04203	00000	00000	OTHER SPECIAL REVENUE/ADULT	1,050.00	0.00	1,050.00	
4200E5400	0730	0011	04303	00000	00000	OTHER SPECIAL REVENUE/ADULT	50.00	0.00	50.00	
4200E6120	0130	0022	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	2,422.29	0.00	2,422.29	
4200E6120	0130	0032	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	167.44	0.00	167.44	
4200E6120	0130	9006	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	1,679.19	0.00	1,679.19	
4200E6120	0150	0013	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	3,026.40	0.00	3,026.40	
4200E6120	0150	0032	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	1,166.14	0.00	1,166.14	
4200E6120	0150	0091	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	3,207.35	0.00	3,207.35	
4200E6120	0210	0013	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	562.90	0.00	562.90	
4200E6120	0210	0022	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	288.50	0.00	288.50	
4200E6120	0210	0032	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	158.81	0.00	158.81	
4200E6120	0210	0091	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	596.60	0.00	596.60	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4200E6120	0210	9006	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	199.99	0.00	199.99	
4200E6120	0220	0013	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	225.40	0.00	225.40	
4200E6120	0220	0022	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	185.32	0.00	185.32	
4200E6120	0220	0032	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	102.02	0.00	102.02	
4200E6120	0220	0091	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	205.53	0.00	205.53	
4200E6120	0220	9006	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	128.45	0.00	128.45	
4200E6120	0230	0013	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	82.83	0.00	82.83	
4200E6120	0230	0091	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	528.15	0.00	528.15	
4200E6120	0350	9006	04204	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	2.57	0.00	2.57	
4200E6120	0350	9006	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	11.42	0.00	11.42	
4200E6120	0370	9006	04304	00000	00000	OTHER SPECIAL REVENUE/GUIDAN	1,980.00	0.00	1,980.00	
4200E6130	0160	0022	04304	00000	00000	OTHER SPECIAL REVENUE/HEALTH	440.00	0.00	440.00	
4200E6130	0210	0022	04304	00000	00000	OTHER SPECIAL REVENUE/HEALTH	52.40	0.00	52.40	
4200E6130	0220	0022	04304	00000	00000	OTHER SPECIAL REVENUE/HEALTH	33.66	0.00	33.66	
4200E6130	0310	9001	04302	00000	00000	OTHER SPECIAL REVENUE/HEALTH	30.00	0.00	30.00	
4200E6140	0130	9006	04304	00000	00000	OTHER SPECIAL REVENUE/PSYCHO	18,916.96	445.77	18,471.19	
4200E6140	0210	9006	04304	00000	00000	OTHER SPECIAL REVENUE/PSYCHO	2,285.26	53.09	2,232.17	
4200E6140	0220	9006	04304	00000	00000	OTHER SPECIAL REVENUE/PSYCHO	1,378.16	26.58	1,351.58	
4200E6140	0230	9006	04304	00000	00000	OTHER SPECIAL REVENUE/PSYCHO	832.68	0.00	832.68	
4200E6140	0590	9006	04304	00000	00000	OTHER SPECIAL REVENUE/PSYCHO	7,692.78	0.00	7,692.78	
4200E6150	0510	0031	04302	00000	00000	OTHER SPECIAL REVENUE/PARENT	173.02	0.00	173.02	
4200E6300	0110	9001	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	9,962.82	0.00	9,962.82	
4200E6300	0130	0013	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	1,817.40	0.00	1,817.40	
4200E6300	0130	0031	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	1,817.40	0.00	1,817.40	
4200E6300	0130	0091	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	1,817.36	0.00	1,817.36	
4200E6300	0130	9006	04304	00000	00000	OTHER SPECIAL REVENUE/INSTR	18,639.92	484.62	18,155.30	
4200E6300	0160	9001	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	10,352.40	0.00	10,352.40	
4200E6300	0160	9006	04304	00000	00000	OTHER SPECIAL REVENUE/INSTR	12,167.16	0.00	12,167.16	
4200E6300	0210	0013	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	107.05	0.00	107.05	
4200E6300	0210	0031	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	107.05	0.00	107.05	
4200E6300	0210	0091	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	107.02	0.00	107.02	
4200E6300	0210	9001	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	3,112.11	0.00	3,112.11	
4200E6300	0210	9006	04304	00000	00000	OTHER SPECIAL REVENUE/INSTR	4,008.32	0.00	4,008.32	
4200E6300	0220	0013	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	139.04	0.00	139.04	
4200E6300	0220	0031	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	139.04	0.00	139.04	
4200E6300	0220	0091	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	139.00	0.00	139.00	
4200E6300	0220	9001	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	1,530.76	0.00	1,530.76	
4200E6300	0220	9006	04304	00000	00000	OTHER SPECIAL REVENUE/INSTR	2,208.95	0.00	2,208.95	
4200E6300	0230	0013	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	24.24	0.00	24.24	
4200E6300	0230	0031	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	24.24	0.00	24.24	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4200E6300	0230	0091	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	24.21	0.00	24.21	
4200E6300	0230	9001	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	383.20	0.00	383.20	
4200E6300	0230	9006	04304	00000	00000	OTHER SPECIAL REVENUE/INSTR	1,822.58	0.00	1,822.58	
4200E6300	0310	9001	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	4,400.00	0.00	4,400.00	
4200E6300	0330	9001	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	1,345.63	0.00	1,345.63	
4200E6300	0360	9006	04304	00000	00000	OTHER SPECIAL REVENUE/INSTR	21,039.07	0.00	21,039.07	
4200E6300	0369	9001	04202	00000	00000	OTHER SPECIAL REVENUE/INSTR	133.88	133.88	0.00	
4200E6300	0369	9001	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	2,416.26	0.00	2,416.26	
4200E6300	0379	9001	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	99.12	0.00	99.12	
4200E6300	0510	9001	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	541.20	717.18	175.98CR	
4200E6300	0730	9001	04302	00000	00000	OTHER SPECIAL REVENUE/INSTR	375.00	0.00	375.00	
4200E6400	0120	0012	04307	00000	00704	OTHER SPECIAL REVENUE/INST S	294.36	0.00	294.36	
4200E6400	0120	0012	04307	00000	00734	OTHER SPECIAL REVENUE/INST S	225.00	0.00	225.00	
4200E6400	0120	0022	04307	00000	00704	OTHER SPECIAL REVENUE/INST S	588.72	0.00	588.72	
4200E6400	0120	0031	04307	00000	00704	OTHER SPECIAL REVENUE/INST S	294.36	0.00	294.36	
4200E6400	0120	0032	04307	00000	00734	OTHER SPECIAL REVENUE/INST S	225.00	0.00	225.00	
4200E6400	0120	0091	04307	00000	00704	OTHER SPECIAL REVENUE/INST S	147.18	0.00	147.18	
4200E6400	0130	0012	04307	00000	00000	OTHER SPECIAL REVENUE/INST S	5,918.00	0.00	5,918.00	
4200E6400	0130	0013	04302	00000	00000	OTHER SPECIAL REVENUE/INST S	5,485.26	484.62	5,000.64	
4200E6400	0130	0013	04307	00000	00000	OTHER SPECIAL REVENUE/INST S	5,485.22	484.62	5,000.60	
4200E6400	0130	0022	04307	00000	00000	OTHER SPECIAL REVENUE/INST S	2,337.82	2,337.82	0.00	
4200E6400	0130	0091	04307	00000	00000	OTHER SPECIAL REVENUE/INST S	5,485.22	484.62	5,000.60	
4200E6400	0210	0012	04307	00000	00000	OTHER SPECIAL REVENUE/INST S	704.84	0.00	704.84	
4200E6400	0210	0012	04307	00000	00704	OTHER SPECIAL REVENUE/INST S	35.06	0.00	35.06	
4200E6400	0210	0013	04302	00000	00000	OTHER SPECIAL REVENUE/INST S	595.59	0.00	595.59	
4200E6400	0210	0013	04307	00000	00000	OTHER SPECIAL REVENUE/INST S	595.57	0.00	595.57	
4200E6400	0210	0022	04307	00000	00000	OTHER SPECIAL REVENUE/INST S	278.43	278.43	0.00	
4200E6400	0210	0022	04307	00000	00704	OTHER SPECIAL REVENUE/INST S	70.12	0.00	70.12	
4200E6400	0210	0031	04307	00000	00704	OTHER SPECIAL REVENUE/INST S	35.06	0.00	35.06	
4200E6400	0210	0091	04307	00000	00000	OTHER SPECIAL REVENUE/INST S	930.11	0.00	930.11	
4200E6400	0210	0091	04307	00000	00704	OTHER SPECIAL REVENUE/INST S	17.53	0.00	17.53	
4200E6400	0220	0012	04307	00000	00000	OTHER SPECIAL REVENUE/INST S	383.75	0.00	383.75	
4200E6400	0220	0012	04307	00000	00704	OTHER SPECIAL REVENUE/INST S	22.52	0.00	22.52	
4200E6400	0220	0012	04307	00000	00734	OTHER SPECIAL REVENUE/INST S	15.74	0.00	15.74	
4200E6400	0220	0013	04302	00000	00000	OTHER SPECIAL REVENUE/INST S	362.34	0.00	362.34	
4200E6400	0220	0013	04307	00000	00000	OTHER SPECIAL REVENUE/INST S	362.36	0.00	362.36	
4200E6400	0220	0022	04307	00000	00000	OTHER SPECIAL REVENUE/INST S	178.84	178.84	0.00	
4200E6400	0220	0022	04307	00000	00704	OTHER SPECIAL REVENUE/INST S	45.04	0.00	45.04	
4200E6400	0220	0031	04307	00000	00704	OTHER SPECIAL REVENUE/INST S	22.52	0.00	22.52	
4200E6400	0220	0032	04307	00000	00734	OTHER SPECIAL REVENUE/INST S	16.41	0.00	16.41	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4200E6400	0220	0091	04307	00000	00000	OTHER SPECIAL REVENUE/INST S	367.41	0.00	367.41	
4200E6400	0220	0091	04307	00000	00704	OTHER SPECIAL REVENUE/INST S	11.26	0.00	11.26	
4200E6400	0230	0012	04307	00000	00000	OTHER SPECIAL REVENUE/INST S	990.09	0.00	990.09	
4200E6400	0230	0013	04302	00000	00000	OTHER SPECIAL REVENUE/INST S	412.86	0.00	412.86	
4200E6400	0230	0013	04307	00000	00000	OTHER SPECIAL REVENUE/INST S	412.77	0.00	412.77	
4200E6400	0230	0091	04307	00000	00000	OTHER SPECIAL REVENUE/INST S	137.62	0.00	137.62	
4200E6400	0330	0012	04307	00000	00835	OTHER SPECIAL REVENUE/INST S	975.00	0.00	975.00	
4200E6400	0510	0031	04302	00000	00000	OTHER SPECIAL REVENUE/INST S	963.08	0.00	963.08	
4200E6400	0730	9001	04307	00000	00733	OTHER SPECIAL REVENUE/INST S	375.00	0.00	375.00	
4200E6400	0730	9001	04307	00000	00755	OTHER SPECIAL REVENUE/INST S	370.00	0.00	370.00	
4200E6500	0130	9006	04304	00000	00000	OTHER SPECIAL REVENUE/INSTRU	1,817.40	0.00	1,817.40	
4200E6500	0210	9006	04304	00000	00000	OTHER SPECIAL REVENUE/INSTRU	107.05	0.00	107.05	
4200E6500	0220	9006	04304	00000	00000	OTHER SPECIAL REVENUE/INSTRU	139.04	0.00	139.04	
4200E6500	0230	9006	04304	00000	00000	OTHER SPECIAL REVENUE/INSTRU	24.24	0.00	24.24	
4200E7300	0330	9001	04307	00000	00000	OTHER SPECIAL REVENUE/SCHOOL	2,750.00	0.00	2,750.00	
4200E7730	0330	9006	04304	00000	00000	OTHER SPECIAL REVENUE/STAFF	1,527.69	0.00	1,527.69	
4200E7800	0160	9006	04304	00000	00000	OTHER SPECIAL REVENUE/TRANSP	5,799.36	0.00	5,799.36	
4200E7800	0160	9006	04305	00000	00000	OTHER SPECIAL REVENUE/TRANSP	3,422.51	0.00	3,422.51	
4200E7800	0210	9006	04304	00000	00000	OTHER SPECIAL REVENUE/TRANSP	858.55	0.00	858.55	
4200E7800	0210	9006	04305	00000	00000	OTHER SPECIAL REVENUE/TRANSP	407.63	0.00	407.63	
4200E7800	0220	9006	04304	00000	00000	OTHER SPECIAL REVENUE/TRANSP	405.84	0.00	405.84	
4200E7800	0220	9006	04305	00000	00000	OTHER SPECIAL REVENUE/TRANSP	260.16	0.00	260.16	
4200E7800	0230	9006	04304	00000	00000	OTHER SPECIAL REVENUE/TRANSP	539.73	0.00	539.73	
4200E7800	0230	9006	04305	00000	00000	OTHER SPECIAL REVENUE/TRANSP	11.52	0.00	11.52	
** Total Fund 4200		Operating Expenses		Count	235		664,532.69	13,039.39	651,493.30	
** Total Fund 4200		Operating Statement		Count	237		664,532.69	656,649.94	7,882.75	

Fund	TFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4340	Q1530	0000	0000	00000	00000	00000	RACE TO THE TOP-COMMON CORE/	0.00	0.00	0.00	11,891.41
4340	Q2520	0000	0000	00000	00000	00000	RACE TO THE TOP-COMMON CORE/	0.00	0.00	0.00	11,891.41CR
** Total Fund 4340							Balance Sheet Count 2	0.00	0.00	0.00	0.00
** Total Fund 4340							Operating Statement Count 0	0.00	0.00	0.00	

FundTFunc Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4350Q1530 0000	0000	00000	00000	00000	EDUCATION JOBS FUND/EXPENDIT	0.00	0.00	0.00	1,002,742.00
4350Q2520 0000	0000	00000	00000	00000	EDUCATION JOBS FUND/REVENUE/	0.00	0.00	0.00	1,002,742.00CR
** Total Fund 4350	Balance Sheet		Count	2		0.00	0.00	0.00	0.00
** Total Fund 4350	Operating Statement		Count	0		0.00	0.00	0.00	

FundTFunc Obj Fac Proj Subpr Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4410A1111 0001 0000 00000 00000 00000	Elem & Sec School Emerg Rlf	2,523.33	2,186.69	336.64	0.00
4410A1111 0003 0000 00000 00000 00000	Elem & Sec School Emerg Rlf	2,421.53	2,054.58	366.95	0.00
4410A1141 0000 0000 00000 00000 00000	Elem & Sec School Emerg Rlf	2,186.69	2,186.69	0.00	0.00
4410A1220 0000 0000 00000 00000 00000	Elem & Sec School Emerg Rlf	0.00	703.59	703.59CR	0.00
4410L2120 0000 0000 00000 00000 00000	Elem & Sec School Emerg Rlf	1,952.78	1,952.78	0.00	0.00
4410L2160 0000 0000 00000 00000 00000	Elem & Sec School Emerg Rlf	2,186.69	2,186.69	0.00	0.00
4410Q1520 0000 0000 00000 00000 00000	Elem & Sec School Emerg Rlf	235.21	1,719.29	1,484.08CR	0.00
4410Q1530 0000 0000 00000 00000 00000	Elem & Sec School Emerg Rlf	1,717.94	234.84	1,483.10	1,108,385.40
4410Q2520 0000 0000 00000 00000 00000	Elem & Sec School Emerg Rlf	0.00	1,483.10	1,483.10CR	1,108,385.40CR
4410Q2720 0000 0000 00000 00000 00000	Elem & Sec School Emerg Rlf	1,719.29	235.21	1,484.08	0.00
** Total Fund 4410 Balance Sheet	Count 10	14,943.46	14,943.46	0.00	0.00
4410R0000 3271 0000 00000 00000 00000	Elem & Sec School Emerg Rlf	0.00	1,483.10	1,483.10CR	
** Total Fund 4410 Operating Revenue	Count 1	0.00	1,483.10	1,483.10CR	
4410E5100 0510 9001 04195 00000 00000	Elem & Sec School Emerg Rlf	1,717.94	234.84	1,483.10	
** Total Fund 4410 Operating Expenses	Count 1	1,717.94	234.84	1,483.10	
** Total Fund 4410 Operating Statement	Count 2	1,717.94	1,717.94	0.00	

Fund	TFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4420	Q1530	0000	0000	00000	00000	00000	Other CARES Act Relief funds	0.00	0.00	0.00	197,612.46
4420	Q2520	0000	0000	00000	00000	00000	Other CARES Act Relief funds	0.00	0.00	0.00	197,612.46CR
** Total Fund 4420							Balance Sheet Count 2	0.00	0.00	0.00	0.00
** Total Fund 4420							Operating Statement Count 0	0.00	0.00	0.00	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4430A1111	0001	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	1,844,174.92	1,855,165.26	10,990.34CR	11,031.52CR
4430A1111	0002	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	12,439.39	12,380.91	58.48	58.48
4430A1111	0003	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	1,044,757.51	1,044,556.91	200.60	41.18
4430A1141	0000	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	1,859,316.13	1,870,587.20	11,271.07CR	0.00
4430A1220	0000	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	0.00	122,500.86	122,500.86CR	0.00
4430L2110	0000	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	11,057.56	11,057.56	0.00	0.00
4430L2120	0000	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	1,136,912.38	1,042,306.66	94,605.72	0.00
4430L2150	0000	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	19,817.25	0.00	19,817.25	0.00
4430L2160	0000	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	1,870,587.20	1,857,274.95	13,312.25	0.00
4430L2170	0000	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	554.75	554.75	0.00	0.00
4430L2171	0000	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	1,352.06	1,352.06	0.00	0.00
4430L2172	0000	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	1,308.10	1,366.58	58.48CR	58.48CR
4430L2173	0000	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	5,936.02	145.47	5,790.55	45.56CR
4430Q1520	0000	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	134,139.03	29,901.98	104,237.05	149,816.63
4430Q1530	0000	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	1,060,871.67	114,422.97	946,448.70	2,311,461.62
4430Q2520	0000	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	0.00	935,412.80	935,412.80CR	2,300,425.72CR
4430Q2720	0000	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	29,901.98	134,139.03	104,237.05CR	149,816.63CR
** Total Fund 4430	Balance Sheet			Count	17		9,033,125.95	9,033,125.95	0.00	0.00
4430R0000	3271	0000	00000	00000	00000	Elem & Sec School Emerg Rlf	0.00	935,412.80	935,412.80CR	
** Total Fund 4430	Operating Revenue			Count	1		0.00	935,412.80	935,412.80CR	
4430E5100	0120	0032	04295	00000	00000	Elem & Sec School Emerg Rlf	8,185.20	0.00	8,185.20	
4430E5100	0210	0032	04295	00000	00000	Elem & Sec School Emerg Rlf	974.89	0.00	974.89	
4430E5100	0220	0032	04295	00000	00000	Elem & Sec School Emerg Rlf	604.10	0.00	604.10	
4430E5100	0310	9001	04391	00000	00000	Elem & Sec School Emerg Rlf	8,640.00	0.00	8,640.00	
4430E5100	0360	9001	04294	00000	00000	Elem & Sec School Emerg Rlf	138.46	0.00	138.46	
4430E5100	0642	9001	04295	00000	00000	Elem & Sec School Emerg Rlf	13,100.03	0.00	13,100.03	
4430E5300	0160	0012	04387	00000	00000	Elem & Sec School Emerg Rlf	980.80	0.00	980.80	
4430E5300	0210	0012	04387	00000	00000	Elem & Sec School Emerg Rlf	116.80	0.00	116.80	
4430E5300	0220	0012	04387	00000	00000	Elem & Sec School Emerg Rlf	71.93	0.00	71.93	
4430E5300	0230	0012	04387	00000	00000	Elem & Sec School Emerg Rlf	123.84	0.00	123.84	
4430E5300	0520	0012	04387	00000	00000	Elem & Sec School Emerg Rlf	3,685.90	0.00	3,685.90	
4430E5300	0643	0012	04387	00000	00000	Elem & Sec School Emerg Rlf	13,568.54	0.00	13,568.54	
4430E6130	0510	9001	04295	00000	00000	Elem & Sec School Emerg Rlf	343.44	0.00	343.44	
4430E7400	0680	9001	04295	00000	00000	Elem & Sec School Emerg Rlf	1,002,987.74	114,422.97	888,564.77	
4430E7900	0369	9001	04294	00000	00000	Elem & Sec School Emerg Rlf	7,350.00	0.00	7,350.00	

FundTFunc Obj Fac Proj Subpr Prog	Fund/Function/Object/Project		Debits	Credits	Net DB-CR	Ending Bal
** Total Fund 4430	Operating Expenses	Count 15	1,060,871.67	114,422.97	946,448.70	
** Total Fund 4430	Operating Statement	Count 16	1,060,871.67	1,049,835.77	11,035.90	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4450A1111	0001	0000	00000	00000	00000	ESSER III/American Rescue Pl	1,268,310.68	1,333,372.78	65,062.10CR	65,119.15CR
4450A1111	0002	0000	00000	00000	00000	ESSER III/American Rescue Pl	221,611.03	218,677.63	2,933.40	2,933.40
4450A1111	0003	0000	00000	00000	00000	ESSER III/American Rescue Pl	627,554.58	624,095.21	3,459.37	1,218.37
4450A1141	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	1,408,962.12	1,408,962.12	0.00	0.00
4450A1220	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	0.00	119,568.45	119,568.45CR	23,369.10
4450L2110	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	202,939.84	202,939.84	0.00	0.00
4450L2120	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	546,700.42	523,331.32	23,369.10	0.00
4450L2160	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	1,408,962.12	1,295,949.83	113,012.29	0.00
4450L2170	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	9,513.66	9,513.66	0.00	0.00
4450L2171	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	24,406.49	24,398.40	8.09	8.09
4450L2172	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	20,616.62	23,431.62	2,815.00CR	2,815.00CR
4450L2173	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	11,645.33	10,691.22	954.11	3,304.00CR
4450L2174	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	105.00	105.00	0.00	0.00
4450L2175	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	94.25	94.25	0.00	0.00
4450L2177	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	22.00	22.00	0.00	0.00
4450Q1520	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	298,215.43	229,978.76	68,236.67	740,602.03
4450Q1530	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	807,983.62	25,532.20	782,451.42	1,795,897.52
4450Q2520	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	0.00	738,742.23	738,742.23CR	1,752,188.33CR
4450Q2720	0000	0000	00000	00000	00000	ESSER III/American Rescue Pl	229,978.76	298,215.43	68,236.67CR	740,602.03CR
** Total Fund 4450		Balance Sheet		Count	19		7,087,621.95	7,087,621.95	0.00	0.00
4450R0000	3271	0000	00000	00000	00000	ESSER III/American Rescue Pl	0.00	738,742.23	738,742.23CR	
** Total Fund 4450		Operating Revenue		Count	1		0.00	738,742.23	738,742.23CR	
4450E5100	0120	0012	04496	00000	00000	ESSER III/American Rescue Pl	31,013.76	0.00	31,013.76	
4450E5100	0120	0022	04496	00000	00000	ESSER III/American Rescue Pl	39,856.63	0.00	39,856.63	
4450E5100	0120	0032	04496	00000	00000	ESSER III/American Rescue Pl	17,218.52	0.00	17,218.52	
4450E5100	0150	0012	04496	00000	00000	ESSER III/American Rescue Pl	2,476.86	331.20	2,145.66	
4450E5100	0150	0013	04496	00000	00000	ESSER III/American Rescue Pl	773.02	0.00	773.02	
4450E5100	0150	0022	04496	00000	00000	ESSER III/American Rescue Pl	7,025.26	415.50	6,609.76	
4450E5100	0150	0031	04496	00000	00000	ESSER III/American Rescue Pl	2,319.06	0.00	2,319.06	
4450E5100	0150	0032	04496	00000	00000	ESSER III/American Rescue Pl	1,171.31	0.00	1,171.31	
4450E5100	0150	0091	04496	00000	00000	ESSER III/American Rescue Pl	2,319.06	0.00	2,319.06	
4450E5100	0210	0012	04496	00000	00000	ESSER III/American Rescue Pl	3,988.74	39.45	3,949.29	
4450E5100	0210	0013	04496	00000	00000	ESSER III/American Rescue Pl	92.07	0.00	92.07	
4450E5100	0210	0022	04496	00000	00000	ESSER III/American Rescue Pl	5,741.64	49.49	5,692.15	
4450E5100	0210	0031	04496	00000	00000	ESSER III/American Rescue Pl	276.20	0.00	276.20	
4450E5100	0210	0032	04496	00000	00000	ESSER III/American Rescue Pl	2,268.57	0.00	2,268.57	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4450E5100	0210	0091	04496	00000	00000	ESSER III/American Rescue Pl	276.21	0.00	276.21	
4450E5100	0220	0012	04496	00000	00000	ESSER III/American Rescue Pl	2,388.18	7.87	2,380.31	
4450E5100	0220	0013	04496	00000	00000	ESSER III/American Rescue Pl	50.23	0.00	50.23	
4450E5100	0220	0022	04496	00000	00000	ESSER III/American Rescue Pl	3,576.39	31.78	3,544.61	
4450E5100	0220	0031	04496	00000	00000	ESSER III/American Rescue Pl	171.09	0.00	171.09	
4450E5100	0220	0032	04496	00000	00000	ESSER III/American Rescue Pl	1,385.92	0.00	1,385.92	
4450E5100	0220	0091	04496	00000	00000	ESSER III/American Rescue Pl	174.75	0.00	174.75	
4450E5100	0230	0012	04496	00000	00000	ESSER III/American Rescue Pl	2,452.80	0.00	2,452.80	
4450E5100	0230	0013	04496	00000	00000	ESSER III/American Rescue Pl	275.21	0.00	275.21	
4450E5100	0230	0022	04496	00000	00000	ESSER III/American Rescue Pl	554.47	0.00	554.47	
4450E5100	0230	0031	04496	00000	00000	ESSER III/American Rescue Pl	806.58	0.00	806.58	
4450E5100	0230	0032	04496	00000	00000	ESSER III/American Rescue Pl	275.21	0.00	275.21	
4450E5100	0230	0091	04496	00000	00000	ESSER III/American Rescue Pl	23.10	0.00	23.10	
4450E5100	0369	9001	04496	00000	00000	ESSER III/American Rescue Pl	73,476.42	0.00	73,476.42	
4450E5100	0510	0031	04482	00000	00000	ESSER III/American Rescue Pl	15,606.00	0.00	15,606.00	
4450E5100	0510	9001	04496	00000	00000	ESSER III/American Rescue Pl	1,794.23	1,161.32	632.91	
4450E5100	0642	0012	04497	00000	00000	ESSER III/American Rescue Pl	4,264.88	0.00	4,264.88	
4450E5100	0642	0013	04497	00000	00000	ESSER III/American Rescue Pl	24,802.00	0.00	24,802.00	
4450E5100	0642	0032	04497	00000	00000	ESSER III/American Rescue Pl	11,333.25	0.00	11,333.25	
4450E5200	0644	9001	04497	00000	00000	ESSER III/American Rescue Pl	6,290.89	0.00	6,290.89	
4450E5300	0643	0012	04497	00000	00000	ESSER III/American Rescue Pl	31,349.94	0.00	31,349.94	
4450E6120	0130	0022	04496	00000	00000	ESSER III/American Rescue Pl	3,599.87	0.00	3,599.87	
4450E6120	0130	0032	04496	00000	00000	ESSER III/American Rescue Pl	3,383.82	0.00	3,383.82	
4450E6120	0210	0022	04496	00000	00000	ESSER III/American Rescue Pl	428.74	0.00	428.74	
4450E6120	0210	0032	04496	00000	00000	ESSER III/American Rescue Pl	368.14	0.00	368.14	
4450E6120	0220	0022	04496	00000	00000	ESSER III/American Rescue Pl	275.40	0.00	275.40	
4450E6120	0220	0032	04496	00000	00000	ESSER III/American Rescue Pl	258.85	0.00	258.85	
4450E6130	0160	0022	04496	00000	00000	ESSER III/American Rescue Pl	1,835.60	0.00	1,835.60	
4450E6130	0160	0032	04496	00000	00000	ESSER III/American Rescue Pl	1,973.41	0.00	1,973.41	
4450E6130	0210	0022	04496	00000	00000	ESSER III/American Rescue Pl	218.63	0.00	218.63	
4450E6130	0210	0032	04496	00000	00000	ESSER III/American Rescue Pl	235.04	0.00	235.04	
4450E6130	0220	0022	04496	00000	00000	ESSER III/American Rescue Pl	140.42	0.00	140.42	
4450E6130	0220	0032	04496	00000	00000	ESSER III/American Rescue Pl	150.96	0.00	150.96	
4450E6140	0130	0022	04496	00000	00000	ESSER III/American Rescue Pl	1,183.56	0.00	1,183.56	
4450E6140	0130	0032	04496	00000	00000	ESSER III/American Rescue Pl	1,159.29	0.00	1,159.29	
4450E6140	0130	9006	04497	00000	00000	ESSER III/American Rescue Pl	8,031.08	0.00	8,031.08	
4450E6140	0210	0022	04496	00000	00000	ESSER III/American Rescue Pl	140.96	0.00	140.96	
4450E6140	0210	0032	04496	00000	00000	ESSER III/American Rescue Pl	138.07	0.00	138.07	
4450E6140	0210	9006	04497	00000	00000	ESSER III/American Rescue Pl	956.52	0.00	956.52	
4450E6140	0220	0022	04496	00000	00000	ESSER III/American Rescue Pl	90.54	0.00	90.54	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4450E6140	0220	0032	04496	00000	00000	ESSER III/American Rescue Pl	88.69	0.00	88.69	
4450E6140	0220	9006	04497	00000	00000	ESSER III/American Rescue Pl	528.83	0.00	528.83	
4450E6140	0230	9006	04497	00000	00000	ESSER III/American Rescue Pl	1,056.39	0.00	1,056.39	
4450E6300	0160	0022	04496	00000	00000	ESSER III/American Rescue Pl	896.07	0.00	896.07	
4450E6300	0160	0032	04496	00000	00000	ESSER III/American Rescue Pl	190.18	0.00	190.18	
4450E6300	0210	0022	04496	00000	00000	ESSER III/American Rescue Pl	106.72	0.00	106.72	
4450E6300	0210	0032	04496	00000	00000	ESSER III/American Rescue Pl	22.65	0.00	22.65	
4450E6300	0220	0022	04496	00000	00000	ESSER III/American Rescue Pl	68.55	0.00	68.55	
4450E6300	0220	0032	04496	00000	00000	ESSER III/American Rescue Pl	14.55	0.00	14.55	
4450E6400	0310	0031	04482	00000	00000	ESSER III/American Rescue Pl	5,000.00	0.00	5,000.00	
4450E7200	0642	9001	04497	00000	00000	ESSER III/American Rescue Pl	7,914.63	0.00	7,914.63	
4450E7400	0680	9001	04497	00000	00000	ESSER III/American Rescue Pl	391,264.69	23,369.10	367,895.59	
4450E7500	0160	9001	04497	00000	00000	ESSER III/American Rescue Pl	10,677.24	0.00	10,677.24	
4450E7500	0210	9001	04497	00000	00000	ESSER III/American Rescue Pl	1,271.64	0.00	1,271.64	
4450E7500	0220	9001	04497	00000	00000	ESSER III/American Rescue Pl	777.38	0.00	777.38	
4450E7500	0230	9001	04497	00000	00000	ESSER III/American Rescue Pl	1,101.14	0.00	1,101.14	
4450E7600	0510	9001	04497	00000	00000	ESSER III/American Rescue Pl	11,689.95	0.00	11,689.95	
4450E7800	0160	9002	04496	00000	00000	ESSER III/American Rescue Pl	19,986.54	105.80	19,880.74	
4450E7800	0210	9002	04496	00000	00000	ESSER III/American Rescue Pl	2,373.28	12.60	2,360.68	
4450E7800	0220	9002	04496	00000	00000	ESSER III/American Rescue Pl	1,528.99	8.09	1,520.90	
4450E7800	0220	9002	04497	00000	00000	ESSER III/American Rescue Pl	529.48	0.00	529.48	
4450E7800	0460	9001	04496	00000	00000	ESSER III/American Rescue Pl	20,162.00	0.00	20,162.00	
4450E7800	0750	9002	04497	00000	00000	ESSER III/American Rescue Pl	7,200.00	0.00	7,200.00	
4450E7900	0510	9001	04497	00000	00000	ESSER III/American Rescue Pl	1,096.68	0.00	1,096.68	
** Total Fund 4450						Operating Expenses Count 78	807,983.62	25,532.20	782,451.42	
** Total Fund 4450						Operating Statement Count 79	807,983.62	764,274.43	43,709.19	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
4460A1111	0001	0000	00000	00000	00000	ARP - Other Relief/CASH/Fund	13,713.10	15,494.35	1,781.25CR	1,781.25CR
4460A1111	0002	0000	00000	00000	00000	ARP - Other Relief/CASH/Payr	5,877.56	5,228.04	649.52	649.52
4460A1111	0003	0000	00000	00000	00000	ARP - Other Relief/CASH/Acco	11,221.31	11,221.31	0.00	0.00
4460A1141	0000	0000	00000	00000	00000	ARP - Other Relief/DUE FROM	13,713.10	13,713.10	0.00	0.00
4460L2110	0000	0000	00000	00000	00000	ARP - Other Relief/SAL, BEN	5,168.66	5,168.66	0.00	0.00
4460L2120	0000	0000	00000	00000	00000	ARP - Other Relief/ACCOUNTS	10,325.69	10,325.69	0.00	0.00
4460L2160	0000	0000	00000	00000	00000	ARP - Other Relief/DUE TO OT	13,713.10	13,713.10	0.00	0.00
4460L2170	0000	0000	00000	00000	00000	ARP - Other Relief/FEDERAL I	267.94	267.94	0.00	0.00
4460L2171	0000	0000	00000	00000	00000	ARP - Other Relief/F.I.C.A.	627.68	627.68	0.00	0.00
4460L2172	0000	0000	00000	00000	00000	ARP - Other Relief/RETIREMEN	0.00	649.52	649.52CR	649.52CR
4460Q1520	0000	0000	00000	00000	00000	ARP - Other Relief/ENCUMBRAN	130.00	0.00	130.00	130.00
4460Q1530	0000	0000	00000	00000	00000	ARP - Other Relief/EXPENDITU	15,494.35	0.00	15,494.35	15,963.61
4460Q2520	0000	0000	00000	00000	00000	ARP - Other Relief/REVENUE/N	0.00	13,713.10	13,713.10CR	14,182.36CR
4460Q2720	0000	0000	00000	00000	00000	ARP - Other Relief/RESERVED	0.00	130.00	130.00CR	130.00CR
** Total Fund 4460						Balance Sheet Count 14	90,252.49	90,252.49	0.00	0.00
4460R0000	3271	0000	00000	00000	00000	ARP - Other Relief/TO CORREC	0.00	13,713.10	13,713.10CR	
** Total Fund 4460						Operating Revenue Count 1	0.00	13,713.10	13,713.10CR	
4460E5100	0510	9001	04498	00000	00000	ARP - Other Relief/K-12 INST	39.69	0.00	39.69	
4460E5100	0590	9001	04498	00000	00000	ARP - Other Relief/K-12 INST	400.00	0.00	400.00	
4460E5200	0120	9006	04388	00000	00000	ARP - Other Relief/EXCEPTION	2,796.42	0.00	2,796.42	
4460E5200	0150	9006	04388	00000	00000	ARP - Other Relief/EXCEPTION	1,536.00	0.00	1,536.00	
4460E5200	0210	9006	04388	00000	00000	ARP - Other Relief/EXCEPTION	522.40	0.00	522.40	
4460E5200	0220	9006	04388	00000	00000	ARP - Other Relief/EXCEPTION	313.84	0.00	313.84	
4460E6300	0310	9006	04388	00000	00000	ARP - Other Relief/INSTR & C	9,600.00	0.00	9,600.00	
4460E9100	0330	9001	04498	00000	00000	ARP - Other Relief/COMMUNITY	286.00	0.00	286.00	
** Total Fund 4460						Operating Expenses Count 8	15,494.35	0.00	15,494.35	
** Total Fund 4460						Operating Statement Count 9	15,494.35	13,713.10	1,781.25	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
5000A1310	0000	0000	00000	00000	00000	GENERAL FIXED ASSETS/LAND/NO	0.00	0.00	0.00	1,273,919.96
5000A1320	0000	0000	00000	00000	00000	GENERAL FIXED ASSETS/IMPROVE	0.00	0.00	0.00	3,473,398.86
5000A1329	0000	0000	00000	00000	00000	GENERAL FIXED ASSETS/ACCUM D	0.00	0.00	0.00	2,547,096.65CR
5000A1330	0000	0000	00000	00000	00000	GENERAL FIXED ASSETS/BLDG &	0.00	0.00	0.00	63,265,371.14
5000A1339	0000	0000	00000	00000	00000	GENERAL FIXED ASSETS/ACCUM D	0.00	0.00	0.00	23,330,355.70CR
5000A1340	0000	0000	00000	00000	00000	GENERAL FIXED ASSETS/FURN, F	0.00	0.00	0.00	6,599,766.22
5000A1349	0000	0000	00000	00000	00000	GENERAL FIXED ASSETS/ACCUM D	0.00	0.00	0.00	1,789,349.05CR
5000A1350	0000	0000	00000	00000	00000	GENERAL FIXED ASSETS/MOTOR V	0.00	0.00	0.00	7,966,316.83
5000A1359	0000	0000	00000	00000	00000	GENERAL FIXED ASSETS/ACCUM D	0.00	0.00	0.00	5,075,492.91CR
5000A1381	0000	0000	00000	00000	00000	GENERAL FIXED ASSETS/AUDIO V	0.00	0.00	0.00	134,280.19
5000A1382	0000	0000	00000	00000	00000	GENERAL FIXED ASSETS/COMPUTE	0.00	0.00	0.00	115,379.90CR
5000A1389	0000	0000	00000	00000	00000	GENERAL FIXED ASSETS/ACCU AM	0.00	0.00	0.00	165,556.58CR
5000Q1530	0000	0000	00000	00000	00000	GENERAL FIXED ASSETS/EXPENDI	0.00	0.00	0.00	5,203,808.25
5000Q2760	0000	0000	00000	00000	00000	GENERAL FIXED ASSETS/UNRESER	0.00	0.00	0.00	943,071.08
5000Q2790	0000	0000	00000	00000	00000	GENERAL FIXED ASSETS/NET ASS	0.00	0.00	0.00	55,836,701.74CR
** Total Fund 5000						Balance Sheet Count 15	0.00	0.00	0.00	0.00
** Total Fund 5000						Operating Statement Count 0	0.00	0.00	0.00	

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
6000A1430	0000	0000	00000	00000	00000	LONG TERM DEBT/AMT. COMPEN.	0.00	0.00	0.00	3,675,920.44
6000A1440	0000	0000	00000	00000	00000	LONG TERM DEBT/CAPITAL LE &	0.00	0.00	0.00	2,799,999.97
6000A1441	0000	0000	00000	00000	00000	LONG TERM DEBT/OTHER DEBITS/	0.00	0.00	0.00	1,717,335.63
6000A1442	0000	0000	00000	00000	00000	LONG TERM DEBT/AMT AVAIL COP	0.00	0.00	0.00	1,472,684.37
6000A1470	0000	0000	00000	00000	00000	LONG TERM DEBT/OPEB AMT TO B	0.00	0.00	0.00	1,434,100.00
6000L2330	0000	0000	00000	00000	00000	LONG TERM DEBT/LIABILITY FOR	0.00	0.00	0.00	3,675,920.44CR
6000L2340	0000	0000	00000	00000	00000	LONG TERM DEBT/CERTIFICATES	0.00	0.00	0.00	2,799,999.97CR
6000L2341	0000	0000	00000	00000	00000	LONG TERM DEBT/CERTIFICATES	0.00	0.00	0.00	3,190,020.00CR
6000L2390	0000	0000	00000	00000	00000	LONG TERM DEBT/OPEB Payable/	0.00	0.00	0.00	1,434,100.00CR
** Total Fund 6000	Balance Sheet		Count	9			0.00	0.00	0.00	0.00

FundTFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project	Debits	Credits	Net DB-CR	Ending Bal
7500A1111	0001	0000	00000	00000	00000	SELF-FUNDED DENTAL/CASH/Fund	128,292.95	95,530.05	32,762.90	1,180,962.79
7500L2270	0000	0000	00000	00000	00000	SELF-FUNDED DENTAL/UNPAID CL	0.00	0.00	0.00	28,997.00CR
7500Q1530	0000	0000	00000	00000	00000	SELF-FUNDED DENTAL/EXPENDITU	95,530.05	0.00	95,530.05	5,259,419.07
7500Q2520	0000	0000	00000	00000	00000	SELF-FUNDED DENTAL/REVENUE/N	0.00	128,292.95	128,292.95CR	6,003,115.52CR
7500Q2760	0000	0000	00000	00000	00000	SELF-FUNDED DENTAL/UNRESERVE	0.00	0.00	0.00	408,269.34CR
** Total Fund 7500			Balance Sheet			Count 5	223,823.00	223,823.00	0.00	0.00
7500R0000	3430	0000	00000	00000	00000	SELF-FUNDED DENTAL/TO CORREC	0.00	1,438.81	1,438.81CR	
7500R0000	3482	0000	00000	00000	00000	SELF-FUNDED DENTAL/TO CORREC	0.00	126,854.14	126,854.14CR	
** Total Fund 7500			Operating Revenue			Count 2	0.00	128,292.95	128,292.95CR	
7500E7700	0770	9001	00000	00000	00000	SELF-FUNDED DENTAL/CENTRAL S	95,530.05	0.00	95,530.05	
** Total Fund 7500			Operating Expenses			Count 1	95,530.05	0.00	95,530.05	
** Total Fund 7500			Operating Statement			Count 3	95,530.05	128,292.95	32,762.90CR	

Fund	TFunc	Obj	Fac	Proj	Subpr	Prog	Fund/Function/Object/Project		Debits	Credits	Net DB-CR	Ending Bal
** Total Fund 9999							Operating Statement	Count 0	0.00	0.00	0.00	
** Grand Total							Balance Sheet	Count 216	95,657,706.35	95,657,706.35	0.00	0.00
** Grand Total							Operating Statement	Count 1303	14,546,968.83	13,068,945.59	1,478,023.24	

********** End of report **********

DISTRICT:
REPORT TITLE:

Baker County School Board
SEPTEMBER 2022
A/P CHECK SUMMARY

Check Number	Check Type	Payee Key	Payee Name (as it appeared on check)	Check Date	Check Amount
154497	R	ALL AMER000	ALL AMERICAN USED OIL INC	09/02/2022	$ 85.00
154498	R	AMAZON 000	AMAZON	09/02/2022	$ 13.99
154499	R	AMAZON 000	AMAZON	09/02/2022	$ 234.32
154500	R	AMAZON 000	AMAZON	09/02/2022	$ 19,531.09
154501	R	AZTEC SO000	AZTEC SOFTWARE, LLC	09/02/2022	$ 3,485.00
154502	R	BAKER CO001	BAKER COUNTY HIGH SCHOOL	09/02/2022	$ 6,100.74
154503	R	CAPITAL 002	CAPITAL ONE	09/02/2022	$ 188.80
154504	R	CAPITAL 006	CAPITAL ONE	09/02/2022	$ 171.30
154505	R	CAPITAL 007	CAPITAL ONE	09/02/2022	$ 253.08
154506	R	CAPITAL 009	CAPITAL ONE	09/02/2022	$ 115.33
154507	R	CARNEGIE001	CARNEGIE LEARNING	09/02/2022	$ 2,695.00
154508	R	CATKO DI001	CATKO DISTRIBUTORS, INC	09/02/2022	$ 10,895.91
154509	R	CITY ELE000	CITY ELECTRIC SUPPLY CO	09/02/2022	$ 451.83
154510	R	CITY OF 000	CITY OF MACCLENNY	09/02/2022	$ 8,503.62
154511	R	CLINE CO000	CLINE COMMERCIAL SERVICES INC	09/02/2022	$ 18,685.49
154512	R	DEPENDAB000	DEPENDABLE HEAT AND AIR COND	09/02/2022	$ 18,634.00
154513	R	FAAE 001	FAAE C/O ERIN JOHNSON	09/02/2022	$ 160.00
154514	R	FL SCHOO003	FL SCHOOL BOOK DEPOSITORY	09/02/2022	$ 146,684.22
154515	R	FLORIDA 026	FLORIDA POWER & LIGHT COMPANY	09/02/2022	$ 77,475.81
154516	R	FLORIDA 080	FLORIDA ART EDUCATION ASSOCIATION	09/02/2022	$ 200.00
154517	R	GEMAIRE 000	GEMAIRE DISTRIBUTORS, LLC	09/02/2022	$ 424.74
154518	R	GLE ASSO001	GLE ASSOCIATES, INC	09/02/2022	$ 885.00
154519	R	HEARTLAN005	HEARTLAND AUTOMOTIVE SERVICE INC	09/02/2022	$ 44.78
154520	R	HYDE AMB000	HYDE, AMBER S.	09/02/2022	$ 50.20
154521	R	KIMBALL 000	KIMBALL MIDWEST	09/02/2022	$ 54.28
154522	R	KLEO, IN000	KLEO, INC DBA CLASSWALLET	09/02/2022	$ 1,112.05
154523	R	L V HIER000	L V HIERS INC	09/02/2022	$ 3,053.49
154524	R	LAKESHOR001	LAKESHORE LEARNING MATERIALS	09/02/2022	$ 247.66
154525	R	LEWIS & 000	LEWIS & ELLIS, INC.	09/02/2022	$ 5,000.00
154526	R	M & B PR000	M & B PRODUCTS, INC	09/02/2022	$ 11,832.15
154527	R	MACCLENN000	MACCLENNY ELEMENTARY SCHOOL	09/02/2022	$ 360.00
154528	R	MACCLENN009	MACCLENNY MOWER & SAW INC	09/02/2022	$ 505.96
154529	R	NEARPOD 000	NEARPOD INC	09/02/2022	$ 3,125.00

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154530	R	O'REILLY000	O'REILLY AUTO PARTS	09/02/2022	$ 120.03
154531	R	ODP BUSI001	ODP BUSINESS SOLUTIONS, LLC	09/02/2022	$ 131.64
154532	R	OFFICE D005	OFFICE DEPOT, INC	09/02/2022	$ 3,140.41
154533	R	PAYNEJEN000	PAYNE, JENNIFER	09/02/2022	$ 94.70
154534	R	PRITCHET000	PRITCHETT TRUCKING INC	09/02/2022	$ 3,940.92
154535	R	PROCARE 001	PROCARE THERAPY	09/02/2022	$ 1,856.25
154536	R	QUADIENT001	QUADIENT LEASING USA, INC	09/02/2022	$ 393.00
154537	R	REALLY G001	REALLY GOOD STUFF, LLC	09/02/2022	$ 49.54
154538	R	RELIABLE002	RELIABLE TRANSMISSION SERVINC	09/02/2022	$ 3,745.69
154539	R	RENAISSA007	RENAISSANCE ORLANDO RESORT AT SEA WORLD	09/02/2022	$ 925.00
154539	V	RENAISSA007	RENAISSANCE ORLANDO RESORT AT SEA WORLD	09/12/2022	$ (925.00)
154540	R	RH DAVIS000	RH DAVIS OIL CO INC	09/02/2022	$ 59,918.17
154541	R	ROCHESTE000	ROCHESTER 100 INC.	09/02/2022	$ 232.00
154542	R	RUMBERGE000	RUMBERGER KIRK & CALDWELL PROFESSIONAL ASSOC	09/02/2022	$ 1,935.00
154543	R	SAM'S CL000	SAM'S CLUB DIRECT	09/02/2022	$ 2,084.57
154544	R	SCHOOL S010	SCHOOL SPECIALTY, LLC	09/02/2022	$ 5,067.90
154545	R	SETEL 000	SETEL	09/02/2022	$ 48,584.99
154546	R	SHARE CO001	SHARE CORPORATION	09/02/2022	$ 516.35
154547	R	SHERWIN-001	SHERWIN-WILLIAMS CO	09/02/2022	$ 1,395.17
154548	R	SOLARWIN000	SOLARWINDS INC	09/02/2022	$ 9,998.00
154549	R	STAFFORD000	STAFFORDS FIRE EXTINGUISHER	09/02/2022	$ 2,514.00
154550	R	SUBURBAN000	SUBURBAN PROPANE LP	09/02/2022	$ 820.05
154551	R	TARGET S000	TARGET SPECIALTY PRODUCTS	09/02/2022	$ 585.70
154552	R	TEACHER 007	TEACHER SYNERGY LLC	09/02/2022	$ 73.99
154553	R	THERMO K000	THERMO KING OF NORTH FLA INC	09/02/2022	$ 437.50
154554	R	TOON BOO000	TOON BOOM ANIMATION, INC.	09/02/2022	$ 1,275.00
154555	R	UNIFIRST001	UNIFIRST CORPORATION	09/02/2022	$ 647.00
154556	R	UNION ME000	UNION MEDICAL	09/02/2022	$ 490.59
154557	R	UNITED S001	UNITED STATES POST OFFICE	09/02/2022	$ 48.05
154558	R	UNITED S013	UNITED STATES POSTAL SERVICE	09/02/2022	$ 240.00
154559	R	USA CLEA000	USA CLEAN INC	09/02/2022	$ 77.71
154560	R	WESTSIDE003	WESTSIDE ELEM SCHOOL	09/02/2022	$ 396.00
154561	R	WHEELTRA000	WHEELER, TRACI	09/02/2022	$ 235.89

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154562	R	XTRAMATH000	XTRAMATH	09/02/2022	$ 50.00
154563	R	REGIONS 000	REGIONS COMMERCIAL BANKCARD	09/07/2022	$ 9,066.91
154564	R	ANYTIME 000	ANYTIME FITNESS	09/09/2022	$ 29.96
154565	R	BAKER CO011	BAKER CO EDUCATION FOUNDATION	09/09/2022	$ 616.50
154566	R	CHARLES 001	CHARLES SCHWAB BANK 401(A)	09/09/2022	$ 12,678.67
154567	R	PRE-PAID000	PRE-PAID LEGAL SERVICES INC	09/09/2022	$ 15.94
154568	R	UNITED S014	UNITED STATES TREASURY	09/09/2022	$ -
154569	R	AKEL LOG000	AKEL LOGAN & SHAFER PA	09/16/2022	$ 34,402.08
154570	R	AMAZON 000	AMAZON	09/16/2022	$ 10,925.60
154571	R	APPLE CO004	APPLE COMPUTER INC	09/16/2022	$ 7,459.00
154572	R	BAKER CO032	BAKER COUNTY SHERIFFS OFFICE	09/16/2022	$ 31,431.88
154573	R	BBG CONT000	BBG CONTRACTING GROUP, INC	09/16/2022	$ 293,131.96
154574	R	BENDER &000	BENDER & MODLIN FIRE SPRINKLER INC	09/16/2022	$ 1,500.00
154575	R	CATKO DI001	CATKO DISTRIBUTORS, INC	09/16/2022	$ 13,464.17
154576	R	CAVENJOH000	CAVEN JR., PLLC, JOHN W.	09/16/2022	$ 1,056.96
154577	R	CERTIPOR001	CERTIPORT, INC.	09/16/2022	$ 7,505.68
154578	R	CEV MULT000	CEV MULTIMEDIA, LLC	09/16/2022	$ 1,575.00
154579	R	CITY OF 000	CITY OF MACCLENNY	09/16/2022	$ 11,338.90
154580	R	CLASSLIN001	CLASSLINK, INC	09/16/2022	$ 17,429.00
154581	R	CLINE CO000	CLINE COMMERCIAL SERVICES INC	09/16/2022	$ 1,903.50
154582	R	COOL BRE000	COOL BREEZE PROFESSIONAL SERVICES, LLC	09/16/2022	$ 800.00
154583	R	COVENANT000	COVENANT UNDERGROUND UTILITIES	09/16/2022	$ 655.00
154584	R	CUMBERLA001	CUMBERLAND INTERNATIONAL TRUCKS OF FLORIDA	09/16/2022	$ 5,715.70
154585	R	DAVISBRA001	DAVIS, BRANDY M.	09/16/2022	$ 60.00
154586	R	DELL MAR000	DELL MARKETING L.P.	09/16/2022	$ 4,382.60
154587	R	DEPENDAB000	DEPENDABLE HEAT AND AIR COND	09/16/2022	$ 3,250.00
154588	R	DOPSOCAR000	DOPSON, CARRIE L.	09/16/2022	$ 109.00
154589	R	EDUCATIO015	EDUCATIONAL TESTING SERVICE	09/16/2022	$ 275.00
154590	R	EMERGENC000	EMERGENCY SYSTEMS INC	09/16/2022	$ 2,268.00
154591	R	FIVE STA001	FIVE STAR PRINTING, INC.	09/16/2022	$ 300.00
154592	R	FL SCHOO003	FL SCHOOL BOOK DEPOSITORY	09/16/2022	$ 535.00
154593	R	FLORIDA 003	FLORIDA DEPT OF EDUCATION	09/16/2022	$ 90.00
154594	R	FLORIDA 026	FLORIDA POWER & LIGHT COMPANY	09/16/2022	$ 34,232.12

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154595	R	FLORIDA 088	FLORIDA PEST CONTROL	09/16/2022	$ 749.00
154596	R	GATEWAY 001	GATEWAY EDUCATION HOLDINGS LLC	09/16/2022	$ 139.92
154597	R	GLE ASSO001	GLE ASSOCIATES, INC	09/16/2022	$ 2,500.00
154598	R	GRAINGER002	GRAINGER	09/16/2022	$ 1,068.48
154599	R	GREAT AM001	GREAT AMERICA FINANCIAL SERVICES	09/16/2022	$ 3,444.37
154600	R	GREATER 000	GREATER JACKSONVILLE BATTERY SYSTEM LLC	09/16/2022	$ 290.01
154601	R	GRIFFAND000	GRIFFIN, ANDREA	09/16/2022	$ 75.00
154602	R	H2 REHAB000	H2 REHABILITATION SERVICES OF FLORIDA, LLC	09/16/2022	$ 533.75
154603	R	HAGAN AC000	HAGAN ACE HARDWARE	09/16/2022	$ 2,897.00
154604	R	HARTLMAR000	HARTLEY, MARCUS R.	09/16/2022	$ 108.09
154605	R	HEALERIC000	HEALEY, RICHARD J. JR	09/16/2022	$ 6,055.50
154606	R	HILL STA000	HILL, STACY D.	09/16/2022	$ 28.30
154607	R	HODGES B000	HODGES BADGE COMPANY INC	09/16/2022	$ 69.50
154608	R	KELLER I001	KELLER INTERMEDIATE SCHOOL	09/16/2022	$ 45.00
154609	R	KLEO, IN000	KLEO, INC DBA CLASSWALLET	09/16/2022	$ 90,890.72
154610	R	LADSON C000	LADSON CONSTRUCTION COMPANY, LLC	09/16/2022	$ 167,230.13
154611	R	LAKESHOR001	LAKESHORE LEARNING MATERIALS	09/16/2022	$ 215.86
154612	R	LEGENDS 000	LEGENDS OF LEARNING, INC.	09/16/2022	$ 2,200.00
154613	R	LEWISANN000	LEWIS, ANNE	09/16/2022	$ 103.82
154614	R	M & B PR000	M & B PRODUCTS, INC	09/16/2022	$ 15,546.41
154615	R	MACCLENN010	MACCLENNY TIRE AND LUBE	09/16/2022	$ 31.50
154616	R	MAX GRAP000	MAX GRAPHIX, LLC	09/16/2022	$ 390.00
154617	R	MAXIMMAR000	MAXIMMART TEXTILE PRODUCTS	09/16/2022	$ 200.00
154618	R	MCCRABEV000	MCCRAY, BEVERLY D.	09/16/2022	$ 21.18
154619	R	NE FL ED000	NE FL EDUCATIONAL CONSORTIUM	09/16/2022	$ 9,401.64
154620	R	NEW RIVE000	NEW RIVER SOLID WASTE ASSOC	09/16/2022	$ 660.81
154621	R	O'REILLY000	O'REILLY AUTO PARTS	09/16/2022	$ 179.84
154622	R	ODP BUSI002	ODP BUSINESS SOLUTIONS, LLC	09/16/2022	$ 381.38
154623	R	OFFICE D005	OFFICE DEPOT, INC	09/16/2022	$ 442.56
154624	R	PARKECAS001	PARKER, CASSANDRA	09/16/2022	$ 60.83
154625	R	PAYNEJEN000	PAYNE, JENNIFER	09/16/2022	$ 71.00
154626	R	PIKE STA000	PIKE, STARLENA	09/16/2022	$ 123.49
154627	R	PROCARE 001	PROCARE THERAPY	09/16/2022	$ 5,962.50

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154628	R	QUALITY 005	QUALITY THERAPY SOLUTIONS	09/16/2022	$ 16,091.50
154629	R	REAGAELI001	REAGAN, ELISA	09/16/2022	$ 60.00
154630	R	ROGERKAL001	ROGERS, KALEY	09/16/2022	$ 75.00
154631	R	ROWELSHA000	ROWELL, SHAWNA C.	09/16/2022	$ 75.00
154632	R	SAFETY-K000	SAFETY-KLEEN SYSTEMS, INC	09/16/2022	$ 505.76
154633	R	SANDSPAT000	SANDS, PATRICIA L.	09/16/2022	$ 398.69
154634	R	SCHOOL O000	SCHOOL OUTFITTERS	09/16/2022	$ 8,517.88
154635	R	SCHOOL S010	SCHOOL SPECIALTY, LLC	09/16/2022	$ 5,050.66
154636	R	SCOTLYNN000	SCOTLYNN TRANSPORT LLC	09/16/2022	$ 1,381.97
154637	R	SETEL 000	SETEL	09/16/2022	$ 1,171.20
154638	R	SHARE CO001	SHARE CORPORATION	09/16/2022	$ 459.78
154639	R	SPURLKIM000	SPURLOCK, KIMBERLY	09/16/2022	$ 188.90
154640	R	STAFFORD000	STAFFORDS FIRE EXTINGUISHER	09/16/2022	$ 888.00
154641	R	SUN BELT000	SUN BELT RENTALS INC	09/16/2022	$ 989.39
154642	R	TELEMETR000	TELEMETRICS CORPORATION	09/16/2022	$ 477.00
154643	R	THOMAELI000	THOMAS, ELIZABETH	09/16/2022	$ 963.87
154644	R	TOP SCOR000	TOP SCORE WRITING INC	09/16/2022	$ 5,940.00
154645	R	VERIZON 000	VERIZON WIRELESS	09/16/2022	$ 967.14
154646	R	VOLNEBRY001	VOLNER, BRYNNE P.	09/16/2022	$ 28.52
154647	R	WHEELTRA000	WHEELER, TRACI	09/16/2022	$ 233.87
154648	R	AFLAC GR000	AFLAC GROUP	09/16/2022	$ 6,501.00
154649	R	AMERICAN003	AMERICAN FAMILY LIFE	09/16/2022	$ 1,430.70
154650	R	AMERICAN004	AMERICAN FIDELITY ASSURANCE	09/16/2022	$ 16,549.68
154651	R	AMERICAN006	AMERICAN HERITAGE LIFE INS	09/16/2022	$ 26.80
154652	R	BAKER CO027	BAKER COUNTY SCHOOL BOARD	09/16/2022	$ 21,809.96
154653	R	COLONIAL002	COLONIAL LIFE & ACCIDENT INSURANCE CO	09/16/2022	$ 9,849.00
154654	R	FLORIDA 063	FLORIDA BLUE	09/16/2022	$ 299,482.12
154655	R	FLORIDA 065	FLORIDA BLUE	09/16/2022	$ 10,961.12
154656	R	LIBERTY 000	LIBERTY NATIONAL LIFE INS	09/16/2022	$ 1,562.94
154657	R	PET ASSU000	PET ASSURE CORP	09/16/2022	$ 274.18
154658	R	THE HART000	THE HARTFORD	09/16/2022	$ 11,435.31
154659	R	TRUSTMAR000	TRUSTMARK VOLUNTARY BENEFIT	09/16/2022	$ 856.52
154660	R	VISION S000	VISION SERVICE PLAN (IC)	09/16/2022	$ 6,336.28

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154661	R	WESTERN-000	WESTERN-SOUTHERN LIFE	09/16/2022	$ 120.88
154662	R	CARIBE R000	CARIBE ROYALE RESORT	09/16/2022	$ 472.50
154663	R	BAKER CO011	BAKER CO EDUCATION FOUNDATION	09/23/2022	$ 614.50
154664	R	BAKER CO040	BAKER COUNTY SCHOOL BOARD	09/23/2022	$ 296.85
154665	R	CHARLES 001	CHARLES SCHWAB BANK 401(A)	09/23/2022	$ 2,822.74
154666	R	PRE-PAID000	PRE-PAID LEGAL SERVICES INC	09/23/2022	$ 15.94
154667	R	UNITED S014	UNITED STATES TREASURY	09/23/2022	$ -
154668	R	COMMERCI002	COMMERCIAL ROOFING SPECIALTIES, INC.	09/23/2022	$ 20,128.00
154669	R	CONSOLID003	CONSOLIDATED ELECTRICAL DISTRIBUTORS, INC.	09/23/2022	$ 1,245.00
154670	R	FERGUSON000	FERGUSON ENTERPRISES, LLC	09/23/2022	$ -
154671	R	FOUNDATI003	FOUNDATION BUILDING MATERIALS LLC	09/23/2022	$ 10,085.15
154672	R	HOLMAN, 000	HOLMAN, INC.	09/23/2022	$ 16,467.14
154673	R	JOHNSON-000	JOHNSON-LANCASTER SALES, LLC	09/23/2022	$ 32,761.23
154674	R	PERRY-MC000	PERRY-MCCALL CONSTRUCTION, INC.	09/23/2022	$ 1,116,071.64
154675	R	SHERWIN 000	SHERWIN WILLIAMS	09/23/2022	$ 1,759.18
154676	R	AKEL LOG000	AKEL LOGAN & SHAFER PA	09/30/2022	$ 1,802.32
154677	R	ALLIED I001	ALLIED INSTRUCTIONAL SERVICES, LLC	09/30/2022	$ 204.00
154678	R	AMAZON 000	AMAZON	09/30/2022	$ 13,787.07
154679	R	AMBROTER000	AMBROSE, TERI	09/30/2022	$ 182.76
154680	R	CATKO DI001	CATKO DISTRIBUTORS, INC	09/30/2022	$ 5,549.07
154681	R	CINALJAM000	CINAL, JAMI	09/30/2022	$ 75.00
154682	R	CITY OF 000	CITY OF MACCLENNY	09/30/2022	$ 6,650.73
154683	R	CLINE CO000	CLINE COMMERCIAL SERVICES INC	09/30/2022	$ 2,531.37
154684	R	CRUMMJEN000	CRUMMEY, JENNIFER	09/30/2022	$ 75.00
154685	R	FLORIDA 026	FLORIDA POWER & LIGHT COMPANY	09/30/2022	$ 75,943.16
154686	R	FLORIDA 042	FLORIDA DEPT OF LAW ENFORCEMENT	09/30/2022	$ 438.25
154687	R	FLORIDA 052	FLORIDA LEARNING ALLIANCE INC	09/30/2022	$ 8,494.50
154688	R	FLORIDA 083	FLORIDA SCHOOL NUTRITION ASSOCIATION, INC.	09/30/2022	$ 370.00
154689	R	FOLLETT 018	FOLLETT HIGHER EDUCATION GROUP, LLC	09/30/2022	$ 24,450.45
154690	R	GAINEKRY000	GAINEY, KRYSTAL J.	09/30/2022	$ 22.00
154691	R	GREENMIC002	GREEN, MICHAEL	09/30/2022	$ 87.67
154692	R	HYDE AMB000	HYDE, AMBER S.	09/30/2022	$ 56.34
154693	R	INVO HEA002	INVO HEALTHCARE ASSOCIATES	09/30/2022	$ 8,407.38

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154694	R	LITTLE &000	LITTLE & WILLIAMS INC	09/30/2022	$ 61,611.30
154695	R	M & B PR000	M & B PRODUCTS, INC	09/30/2022	$ 15,193.95
154696	R	MCCULTAM001	MCCULLOUGH, TAMMY	09/30/2022	$ 185.00
154697	R	MURPHEVE000	MURPHY, EVERETT	09/30/2022	$ 206.39
154698	R	NE FL ED000	NE FL EDUCATIONAL CONSORTIUM	09/30/2022	$ 161,610.61
154699	R	O'REILLY000	O'REILLY AUTO PARTS	09/30/2022	$ 11.38
154700	R	PROCARE 001	PROCARE THERAPY	09/30/2022	$ 1,781.25
154701	R	RAULESHE000	RAULERSON, SHERRIE	09/30/2022	$ 36.00
154702	R	RH DAVIS000	RH DAVIS OIL CO INC	09/30/2022	$ 28,444.92
154703	R	SAM'S CL000	SAM'S CLUB DIRECT	09/30/2022	$ 952.62
154704	R	SETEL 000	SETEL	09/30/2022	$ 4,588.21
154705	R	SUBURBAN000	SUBURBAN PROPANE LP	09/30/2022	$ 458.38
154706	R	UNIFIRST001	UNIFIRST CORPORATION	09/30/2022	$ 607.10
154707	R	WHEELTRA000	WHEELER, TRACI	09/30/2022	$ 291.60
154708	R	YOON AMY000	YOON, AMY K.	09/30/2022	$ 548.48
154709	R	ANDREWS 000	ANDREWS FILTER & SUPPLY CORP	09/30/2022	$ 4,250.40
154710	R	B - CALM000	B - CALM LLC	09/30/2022	$ 154.00
154711	R	BAKER CO001	BAKER COUNTY HIGH SCHOOL	09/30/2022	$ 908.32
154712	R	BAKER CO024	BAKER COUNTY PRESS INC	09/30/2022	$ 194.70
154713	R	CAPITAL 004	CAPITAL ONE	09/30/2022	$ 214.06
154714	R	CDW GOVE000	CDW GOVERNMENT	09/30/2022	$ 401.46
154715	R	CERTIFIE000	CERTIFIED CONTROL SYSTEM	09/30/2022	$ 311.64
154716	R	CHARRON 000	CHARRON SPORTS SERVICES INC	09/30/2022	$ 5,556.41
154717	R	CITY ELE000	CITY ELECTRIC SUPPLY CO	09/30/2022	$ 4,098.26
154718	R	CLINE CO000	CLINE COMMERCIAL SERVICES INC	09/30/2022	$ 54.62
154719	R	COMMONLI000	COMMONLIT, INC.	09/30/2022	$ 3,000.00
154720	R	DELL MAR000	DELL MARKETING L.P.	09/30/2022	$ 31,290.00
154721	R	FASA 001	FASA	09/30/2022	$ 728.00
154722	R	FIREHOUS000	FIREHOUSE SUBS OF MACCLENNY	09/30/2022	$ 43.92
154723	R	FIVE STA001	FIVE STAR PRINTING, INC.	09/30/2022	$ 300.00
154724	R	FL SCHOO003	FL SCHOOL BOOK DEPOSITORY	09/30/2022	$ 52,235.62
154725	R	FLORIDA 082	FLORIDA ASSOCIATION OF SCIENCE TEACHERS	09/30/2022	$ 150.00
154726	R	GLOBAL E000	GLOBAL EQUIPMENT	09/30/2022	$ 432.94

DISTRICT:
REPORT TITLE:

Baker County School Board
SEPTEMBER 2022
A/P CHECK SUMMARY

Check Number	Check Type	Payee Key	Payee Name (as it appeared on check)	Check Date	Check Amount
154727	R	HAND2MIN000	HAND2MIND, INC	09/30/2022	$ 1,019.93
154728	R	HODGES B000	HODGES BADGE COMPANY INC	09/30/2022	$ 131.00
154729	R	INTERNAT006	INTERNATIONAL COUNCIL OF E-COMMERCE CONSULTANTS	09/30/2022	$ 248.99
154730	R	JOHNSTON001	JOHNSTONE SUPPLY	09/30/2022	$ 1,102.04
154731	R	KELLER I001	KELLER INTERMEDIATE SCHOOL	09/30/2022	$ 173.02
154732	R	KENS FEN000	KENS FENCING LLC	09/30/2022	$ 1,622.95
154733	R	LAKESHOR001	LAKESHORE LEARNING MATERIALS	09/30/2022	$ 484.42
154734	R	MACCLENN009	MACCLENNY MOWER & SAW INC	09/30/2022	$ 976.77
154735	R	MAX GRAP000	MAX GRAPHIX, LLC	09/30/2022	$ 168.00
154736	R	NATIONAL030	NATIONAL ASSOCIATION OF SCHOOL NURSES	09/30/2022	$ 125.00
154737	R	NCCER 000	NCCER	09/30/2022	$ 1,341.00
154738	R	NEFEC 000	NEFEC	09/30/2022	$ 365.00
154739	R	ODP BUSI002	ODP BUSINESS SOLUTIONS, LLC	09/30/2022	$ 48.98
154740	R	OFFICE D005	OFFICE DEPOT, INC	09/30/2022	$ 1,795.77
154741	R	PEARSON 006	PEARSON VUE	09/30/2022	$ 800.00
154742	R	RAMSEY S000	RAMSEY SOLUTIONS	09/30/2022	$ 3,795.69
154743	R	RAPTOR T001	RAPTOR TECHNOLOGIES	09/30/2022	$ 7,350.00
154744	R	REALLY G001	REALLY GOOD STUFF, LLC	09/30/2022	$ 109.99
154745	R	ROSEN CE000	ROSEN CENTRE HOTEL	09/30/2022	$ 522.00
154746	R	ROSEN CE000	ROSEN CENTRE HOTEL	09/30/2022	$ 522.00
154747	R	SCHOOL S010	SCHOOL SPECIALTY, LLC	09/30/2022	$ 11,333.25
154748	R	STAFFORD000	STAFFORDS FIRE EXTINGUISHER	09/30/2022	$ 816.00
154749	R	SUPER DU000	SUPER DUPER SCHOOL COMPANY	09/30/2022	$ 169.80
154750	R	TOP SCOR000	TOP SCORE WRITING INC	09/30/2022	$ 20,606.00
154751	R	TWISTED 000	TWISTED SISTERS GASTRO WORKS, LLCC	09/30/2022	$ 45.50
202101273	W	BCSB FED000	BCSB FEDERAL WITHHOLDING	09/11/2022	$ -
202101274	W	BCSB FIC000	BCSB FICA	09/11/2022	$ (30.60)
202200119	W	QUALITY 000	QUALITY HARDWARE & SPECIALTY COMPANY INC	09/02/2022	$ 1,224.05
202200120	W	MCKESSON000	MCKESSON MEDICAL SURGICAL INC	09/02/2022	$ 221.11
202200121	W	WORTHING000	WORTHINGTON DIRECT INC	09/02/2022	$ 3,585.09
202200122	W	JONES SC000	JONES SCHOOL SUPPLY CO., INC	09/02/2022	$ 29.95
202200123	W	SIXTH ST000	SIXTH STREET AUTOMOTIVE INC	09/02/2022	$ 617.00
202200124	W	MACC'S G000	MACC'S GLASS INC	09/02/2022	$ 400.00

DISTRICT:
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Baker County School Board
SEPTEMBER 2022
A/P CHECK SUMMARY

Check Number	Check Type	Payee Key	Payee Name (as it appeared on check)	Check Date	Check Amount
202200125	W	SIEMENS 000	SIEMENS BUILDING TECHNOLOGIES INC	09/02/2022	$ 9,248.85
202200126	W	SIEMENS 000	SIEMENS BUILDING TECHNOLOGIES INC	09/02/2022	$ 4,309.21
202200132	W	STAPLES 000	STAPLES BUSINESS ADVANTAGE	09/02/2022	$ 256.44
202200133	W	ALLIED 1001	ALLIED 100 LLC	09/02/2022	$ 343.44
202200135	W	MCCRIMON000	MCCRIMON'S OFFICE SYSTEMS INC	09/02/2022	$ 85.00
202200136	W	PRO-CHEM000	PRO-CHEM, INC	09/02/2022	$ 1,571.40
202200137	W	TRANE US000	TRANE US INC	09/02/2022	$ 1,509.82
202200138	W	MCCRIMON000	MCCRIMON'S OFFICE SYSTEMS INC	09/02/2022	$ 1,779.95
202200139	W	MCCRIMON000	MCCRIMON'S OFFICE SYSTEMS INC	09/02/2022	$ 95.91
202200140	W	MCCRIMON000	MCCRIMON'S OFFICE SYSTEMS INC	09/02/2022	$ 16.16
202200141	W	MCCRIMON000	MCCRIMON'S OFFICE SYSTEMS INC	09/02/2022	$ 1,115.10
202200142	W	MCCRIMON000	MCCRIMON'S OFFICE SYSTEMS INC	09/02/2022	$ 743.13
202200143	W	MCCRIMON000	MCCRIMON'S OFFICE SYSTEMS INC	09/02/2022	$ 1,652.66
202200144	W	MCCRIMON000	MCCRIMON'S OFFICE SYSTEMS INC	09/02/2022	$ 1,793.80
202200145	W	MCCRIMON000	MCCRIMON'S OFFICE SYSTEMS INC	09/02/2022	$ 188.26
202200146	W	MCCRIMON000	MCCRIMON'S OFFICE SYSTEMS INC	09/02/2022	$ 1,312.68
202200147	W	MCCRIMON000	MCCRIMON'S OFFICE SYSTEMS INC	09/02/2022	$ 10.21
202200148	W	MCCRIMON000	MCCRIMON'S OFFICE SYSTEMS INC	09/02/2022	$ 1,097.38
202200149	W	MCCRIMON000	MCCRIMON'S OFFICE SYSTEMS INC	09/02/2022	$ 3.88
202200150	W	MCCRIMON000	MCCRIMON'S OFFICE SYSTEMS INC	09/02/2022	$ 1,013.52
202200151	W	MCCRIMON000	MCCRIMON'S OFFICE SYSTEMS INC	09/02/2022	$ 81.47
202200156	W	CALLAGHA000	CALLAGHAN TIRES	09/02/2022	$ 1,764.64
202200157	W	LUKE A/C000	LUKE A/C CONTRACTING INC	09/02/2022	$ 49.86
202200158	W	RIVERSID003	RIVERSIDE INSIGHTS	09/02/2022	$ 540.00
202200159	W	AIRGAS U000	AIRGAS USA, LLC	09/02/2022	$ 99.93
202200160	W	AIRGAS U000	AIRGAS USA, LLC	09/02/2022	$ 86.08
202200161	W	AIRGAS U000	AIRGAS USA, LLC	09/02/2022	$ 500.00
202200162	W	SIXTH ST000	SIXTH STREET AUTOMOTIVE INC	09/16/2022	$ 571.03
202200163	W	MACCLENN008	MACCLENNY MOTOR PARTS	09/16/2022	$ 135.99
202200164	W	LOGISTA 000	LOGISTA	09/16/2022	$ 3,468.00
202200165	W	ALPHACAR000	ALPHACARD	09/16/2022	$ 799.00
202200166	W	IXL LEAR000	IXL LEARNING	09/16/2022	$ 33,675.00
202200167	W	GLEN CAS001	GLEN CASH HARDWARE FEED & SEED INC	09/16/2022	$ 17.99

DISTRICT:
REPORT TITLE:

Baker County School Board
SEPTEMBER 2022
A/P CHECK SUMMARY

Check Number	Check Type	Payee Key	Payee Name (as it appeared on check)	Check Date	Check Amount
202200168	W	GLEN CAS001	GLEN CASH HARDWARE FEED & SEED INC	09/16/2022	$ 128.59
202200169	W	GLEN CAS001	GLEN CASH HARDWARE FEED & SEED INC	09/16/2022	$ 16.18
202200170	W	GLEN CAS001	GLEN CASH HARDWARE FEED & SEED INC	09/16/2022	$ 21.58
202200171	W	GLEN CAS001	GLEN CASH HARDWARE FEED & SEED INC	09/16/2022	$ 11.67
202200172	W	GLEN CAS001	GLEN CASH HARDWARE FEED & SEED INC	09/16/2022	$ 6.49
202200173	W	GLEN CAS001	GLEN CASH HARDWARE FEED & SEED INC	09/16/2022	$ 17.99
202200174	W	GLEN CAS001	GLEN CASH HARDWARE FEED & SEED INC	09/16/2022	$ 156.82
202200175	W	GLEN CAS001	GLEN CASH HARDWARE FEED & SEED INC	09/16/2022	$ 38.94
202200176	W	GLEN CAS001	GLEN CASH HARDWARE FEED & SEED INC	09/16/2022	$ 132.92
202200177	W	GLEN CAS001	GLEN CASH HARDWARE FEED & SEED INC	09/16/2022	$ 120.00
202200178	W	AIRGAS, 000	AIRGAS, INC.	09/16/2022	$ 165.00
202200179	W	BAKER CO010	BAKER CO ED DUES	09/09/2022	$ 5,457.00
202200180	W	BAKER CO047	BAKER COUNTY EDUCATION SUPPORT PROFESSIONALS	09/09/2022	$ 1,505.69
202200181	W	BCSB FED000	BCSB FEDERAL WITHHOLDING	09/09/2022	$ 77,146.24
202200182	W	BCSB FIC000	BCSB FICA	09/09/2022	$ 161,701.00
202200183	W	BCSB ANN000	BCSB ANNUNITIES	09/09/2022	$ 40,330.79
202200184	W	SHARP EL001	SHARP ELECTRONICS CORPORATION	09/16/2022	$ 209.90
202200185	W	BCSB FED000	BCSB FEDERAL WITHHOLDING	09/09/2022	$ -
202200186	W	BCSB FIC000	BCSB FICA	09/09/2022	$ 30.60
202200187	W	BCSB FED000	BCSB FEDERAL WITHHOLDING	09/09/2022	$ -
202200188	W	BCSB FIC000	BCSB FICA	09/09/2022	$ 33.06
202200189	W	SPORTS S000	SPORTS SHAK	09/16/2022	$ 25.00
202200190	W	MACCLENN008	MACCLENNY MOTOR PARTS	09/16/2022	$ 84.64
202200191	W	MACCLENN008	MACCLENNY MOTOR PARTS	09/16/2022	$ 113.48
202200192	W	MACCLENN008	MACCLENNY MOTOR PARTS	09/16/2022	$ 39.49
202200193	W	MACCLENN008	MACCLENNY MOTOR PARTS	09/16/2022	$ 24.68
202200194	W	MACCLENN008	MACCLENNY MOTOR PARTS	09/16/2022	$ 24.08
202200195	W	MACCLENN008	MACCLENNY MOTOR PARTS	09/16/2022	$ 27.06
202200196	W	MACCLENN008	MACCLENNY MOTOR PARTS	09/16/2022	$ 54.13
202200197	W	MACCLENN008	MACCLENNY MOTOR PARTS	09/16/2022	$ 61.44
202200198	W	MACCLENN008	MACCLENNY MOTOR PARTS	09/16/2022	$ 197.22
202200199	W	MACCLENN008	MACCLENNY MOTOR PARTS	09/16/2022	$ 30.58
202200200	W	MACCLENN008	MACCLENNY MOTOR PARTS	09/16/2022	$ 98.96

DISTRICT:
REPORT TITLE:

Baker County School Board
SEPTEMBER 2022
A/P CHECK SUMMARY

Check Number	Check Type	Payee Key	Payee Name (as it appeared on check)	Check Date	Check Amount
202200201	W	MACCLENN008	MACCLENNY MOTOR PARTS	09/16/2022	$ 11.10
202200202	W	SHARP EL001	SHARP ELECTRONICS CORPORATION	09/16/2022	$ 499.79
202200203	W	SHARP EL001	SHARP ELECTRONICS CORPORATION	09/16/2022	$ 162.86
202200204	W	AIRGAS, 000	AIRGAS, INC.	09/16/2022	$ 278.30
202200205	W	AIRGAS, 000	AIRGAS, INC.	09/16/2022	$ 123.39
202200206	W	AIRGAS, 000	AIRGAS, INC.	09/16/2022	$ 566.20
202200207	W	PRO-CHEM000	PRO-CHEM, INC	09/16/2022	$ 2,111.10
202200208	W	BAKER DI000	BAKER DISTRIBUTING COMPANY	09/16/2022	$ 2,406.25
202200209	W	MACCLENN008	MACCLENNY MOTOR PARTS	09/16/2022	$ 122.83
202200210	W	INTERSTA002	INTERSTATE SUPPLY INC	09/16/2022	$ 279.37
202200211	W	INTERSTA002	INTERSTATE SUPPLY INC	09/16/2022	$ 115.00
202200212	W	INTERSTA002	INTERSTATE SUPPLY INC	09/16/2022	$ 105.00
202200213	W	INTERSTA002	INTERSTATE SUPPLY INC	09/16/2022	$ 3,659.93
202200214	W	BAKER DI000	BAKER DISTRIBUTING COMPANY	09/16/2022	$ 25.57
202200215	W	BAKER DI000	BAKER DISTRIBUTING COMPANY	09/16/2022	$ 155.40
202200216	W	BAKER DI000	BAKER DISTRIBUTING COMPANY	09/16/2022	$ 645.24
202200217	W	BAKER DI000	BAKER DISTRIBUTING COMPANY	09/16/2022	$ 1,087.76
202200218	W	BAKER DI000	BAKER DISTRIBUTING COMPANY	09/16/2022	$ 827.76
202200219	W	BAKER DI000	BAKER DISTRIBUTING COMPANY	09/16/2022	$ (137.66)
202200220	W	BAKER DI000	BAKER DISTRIBUTING COMPANY	09/16/2022	$ 195.74
202200221	W	BAKER DI000	BAKER DISTRIBUTING COMPANY	09/16/2022	$ 201.84
202200222	W	BAKER DI000	BAKER DISTRIBUTING COMPANY	09/16/2022	$ 100.33
202200223	W	BAKER DI000	BAKER DISTRIBUTING COMPANY	09/16/2022	$ 186.36
202200224	W	BAKER DI000	BAKER DISTRIBUTING COMPANY	09/16/2022	$ 488.76
202200225	W	MATTHEWS000	MATTHEWS BUSES FLORIDA	09/16/2022	$ 111.80
202200226	W	MATTHEWS000	MATTHEWS BUSES FLORIDA	09/16/2022	$ 308.58
202200227	W	SIXTH ST000	SIXTH STREET AUTOMOTIVE INC	09/30/2022	$ 227.08
202200228	W	MCKESSON000	MCKESSON MEDICAL SURGICAL INC	09/30/2022	$ 446.44
202200229	W	STAPLES 000	STAPLES BUSINESS ADVANTAGE	09/30/2022	$ 52.20
202200230	W	STAPLES 000	STAPLES BUSINESS ADVANTAGE	09/30/2022	$ 6.43
202200231	W	STAPLES 000	STAPLES BUSINESS ADVANTAGE	09/30/2022	$ 231.63
202200232	W	SOUTHEAS015	SOUTHEASTERN PAPER GROUP, INC	09/30/2022	$ 121.32
202200233	W	SOUTHEAS015	SOUTHEASTERN PAPER GROUP, INC	09/30/2022	$ 198.00

DISTRICT:
REPORT TITLE:

Baker County School Board
SEPTEMBER 2022
A/P CHECK SUMMARY

Check Number	Check Type	Payee Key	Payee Name (as it appeared on check)	Check Date	Check Amount
202200234	W	SOUTHEAS015	SOUTHEASTERN PAPER GROUP, INC	09/30/2022	$ 288.96
202200235	W	DEMCO IN001	DEMCO INC	09/30/2022	$ 744.80
202200236	W	BAKER CO010	BAKER CO ED DUES	09/23/2022	$ 5,537.25
202200237	W	BAKER CO047	BAKER COUNTY EDUCATION SUPPORT PROFESSIONALS	09/23/2022	$ 1,477.69
202200238	W	BCSB FED000	BCSB FEDERAL WITHHOLDING	09/23/2022	$ 76,642.53
202200239	W	BCSB FIC000	BCSB FICA	09/23/2022	$ 161,479.90
202200240	W	BCSB ANN000	BCSB ANNUNITIES	09/23/2022	$ 41,028.79
202200241	W	BAKER CO010	BAKER CO ED DUES	09/23/2022	$ (26.75)
202200242	W	BCSB FED000	BCSB FEDERAL WITHHOLDING	09/23/2022	$ -
202200243	W	BCSB FIC000	BCSB FICA	09/23/2022	$ -
202200244	W	BCSB ANN000	BCSB ANNUNITIES	09/23/2022	$ (380.00)
202200245	W	BEST PLU000	BEST PLUMBING SPECIALTIES INC	09/30/2022	$ 2,448.31
202200246	W	TRANE US000	TRANE US INC	09/30/2022	$ 47.89
202200247	W	BAKER BU000	BAKER BUSINESS CENTER, LLC	09/30/2022	$ 89.04
202200248	W	BAKER DI000	BAKER DISTRIBUTING COMPANY	09/30/2022	$ 679.60
202200249	W	BCSB FED000	BCSB FEDERAL WITHHOLDING	09/09/2022	$ -
202200250	W	BCSB FIC000	BCSB FICA	09/09/2022	$ (33.06)
202200251	W	BCSB FED000	BCSB FEDERAL WITHHOLDING	09/09/2022	$ -
202200252	W	BCSB FIC000	BCSB FICA	09/09/2022	$ 33.06
202200253	W	SPORTS S000	SPORTS SHAK	09/27/2022	$ 28.00
202200254	W	SPORTS S000	SPORTS SHAK	09/30/2022	$ 80.00
202200301	W	STAPLES 000	STAPLES BUSINESS ADVANTAGE	09/27/2022	$ 240.07
			TOTAL		**$ 4,203,050.96**

Baker County District School Board

Exceptional Student Education • Student Services

290 Jonathan East • Macclenny, Florida 32063
Phone: (904) 259-7825 • Fax: (904) 259-9099

October 11, 2022

Sherrie Raulerson, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Raulerson:

I would like to request School Board approval to ammend the contract between the Baker County School District and ProCare Therapy previously approved on July 18, 2022. With approval, this agreement will provide our district with an additional Board Certified Behavior Analyst beginning October 19, 2022 and continue through May 26, 2023. Funding for these services will be paid through the 2022-2023 American Rescue Plan (ARP).

If you have any questions please contact me at (904)259-7825 or michael.green@bakerk12.org.

Sincerely,

Michael Green Jr., Director
Exceptional Student Education/
Student Services

MG:al

ADDENDUM A
Client Assignment Confirmation

ProCare Therapy

This Client Assignment Confirmation is entered into and executed as of the signature date below and supplements the Client Services Agreement between the Client and New Direction Solutions, LLC dba ProCare Therapy ("ProCare"). Client will pay ProCare for hours worked by Consultant on the following terms:

Assignment Details

ProCare Consultant: Jennifer Fisher PID: 0

School District Name (Client): Baker County School District

Start Date: 10/19/2022 End Date: 05/26/2023

Start and End dates are subject to change based on the credentialing and licensure process as well as adjustment in the school district's calendar.

Position: BCaBA

Bill Rate: $75.00 Minimum Hours: 20

Overtime Rate: 1.5 times Bill Rate

Billing Workweek: Monday – Friday

Miscellaneous: Maximum of 20 hours per week; if additional hours are required, candidate must have prior written approval.

Sales tax or gross receipts tax will be added to professional fees if required or allowed by state law and client is not a tax-exempt entity.

If ProCare Consultant should be required to travel to other locations at the specific request of the Client, the Client will be responsible for all expenses incurred.

Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any Consultant introduced or referred by ProCare for a period of (12) months after the latest date of introduction, referral, or end of contract placement. If Client or its affiliate enters into such a relationship or refers Consultant to a third party for employment, Client agrees to pay an amount equal to $22,500 or thirty-five (35) percent (whichever is greater) of the Consultant's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to ProCare upon start date.

Option of virtual services will be offered by ProCare in lieu of onsite services.

All precautions will be taken by the Client to create a safe and healthy environment.

-

Account Representative Information: Lindsay Hinnant
Lindsay.Hinnant@procaretherapy.com
678-459-1146

107741 - Baker County School District

Michael Green

Michael Green
Director of Educational/Student Services
October 07, 2022 20:54 UTC
IP: 76.72.227.211

Terms and conditions outlined in this Client Assignment Confirmation will be considered agreed upon by all parties unless ProCare is notified of changes by Client within forty-eight (48) hours of client's receipt of this Client Assignment Confirmation.

Baker County Public Schools
Support Services
Sherrie Raulerson, Superintendent of Schools
392 South Boulevard East, Macclenny, Florida 32063
Telephone: (904) 259-6251 www.bakerk12.org Fax: (904) 259-2825

DATE: October 17, 2022, 2022

TO: Sherrie Raulerson, SUPERINTENDENT

FROM: Teri Ambrose
Executive Director for Support Services

RE: STATE OF FLORIDA AUDITOR GENERAL Report 2023-041 – Florida Education Finance Program Full-Time Equivalent Student Enrollment and Student Transportation Audit

Please request Board approval of the Auditor General's FEFP FTE and Transportation audit for the fiscal year ended June 30, 2021.

If you have any questions, please let me know. Thank you for your assistance in this matter.

STATE OF FLORIDA AUDITOR GENERAL

Attestation Examination

Report No. 2023-041
October 2022

BAKER COUNTY
DISTRICT SCHOOL BOARD

Florida Education Finance Program
Full-Time Equivalent Student Enrollment
and
Student Transportation

For the Fiscal Year Ended
June 30, 2021



Sherrill F. Norman, CPA
Auditor General

Board Members and Superintendent

During the 2020-21 fiscal year, Sherrie E. Raulerson served as Superintendent and the following individuals served as Board members:

	District No.
Tiffany McInarnay, Vice Chair from 11-17-20	1
Richard Dean Griffis, Chair through 11-16-20	2
Paula T. Barton, Chair from 11-17-20 Vice Chair through 11-16-20	3
Charlie M. Burnett, III	4
Amanda Hodges from 11-17-20	5
Patricia C. Weeks through 11-16-20	5

The team leader was Alex Riggins, CPA, and the examination was supervised by Jennifer Taylor, CPA.

Please address inquiries regarding this report to Aileen B. Peterson, CPA, CPM, Audit Manager, by e-mail at aileenpeterson@aud.state.fl.us or by telephone at (850) 412-2972.

This report and other reports prepared by the Auditor General are available at:

FLAuditor.gov

Printed copies of our reports may be requested by contacting us at:

State of Florida Auditor General

Claude Pepper Building, Suite G74 · 111 West Madison Street · Tallahassee, FL 32399-1450 · (850) 412-2722

BAKER COUNTY DISTRICT SCHOOL BOARD

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BAKER COUNTY DISTRICT SCHOOL BOARD

LIST OF ABBREVIATIONS

DEUSS	Date Entered United States School
DIT	Days in Term
DOE	Department of Education
DJJ	Department of Juvenile Justice
ELL	English Language Learner
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages
ESY	Extended School Year
FAC	Florida Administrative Code
FEFP	Florida Education Finance Program
FTE	Full-Time Equivalent
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan
OJT	On-the-Job Training
PK	Prekindergarten
SBE	State Board of Education

SUMMARY

SUMMARY OF ATTESTATION EXAMINATION

Except for the material noncompliance described below involving teachers and reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for students in English for Speakers of Other Languages (ESOL), Exceptional Student Education (ESE) Support Levels 4 and 5, Career Education 9-12, and student transportation, the Baker County District School Board (District) complied, in all material respects, with State requirements relating to the classification, assignment, and verification of the full-time equivalent (FTE) student enrollment, including teacher certification, and student transportation as reported under the Florida Education Finance Program (FEFP) for the fiscal year ended June 30, 2021. Specifically, we noted:

- State requirements governing teacher certification, School Board approval of out-of-field teacher assignments, notification to parents regarding teachers' out-of-field status, or the earning of required in-service training points in ESOL strategies were not met for 5 of the 33 teachers in our test.
- Exceptions involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for 5 of the 9 students in our ESOL test, 7 of the 19 students in our ESE Support Levels 4 and 5 test, and 49 of the 80 students in our Career Education 9-12 test.
- Exceptions involving the reported ridership classification or eligibility for State transportation funding for 122 of the 310 students in our student transportation test as well as exceptions for 359 students identified in our general tests.

The District did not report any charter schools; therefore, all our tests relate to District schools other than charter schools and to the District's virtual instruction program. Noncompliance related to the reported FTE student enrollment resulted in 19 findings. The resulting proposed net adjustment to the District's reported, unweighted FTE totaled negative 12.7307 but has a potential impact on the District's weighted FTE of negative 23.5529. Noncompliance related to student transportation resulted in 7 findings and a proposed net adjustment of negative 477 students.

The weighted adjustments to the FTE student enrollment are presented in our report for illustrative purposes only. The weighted adjustments to the FTE student enrollment do not take special program caps and allocation factors into account and are not intended to indicate the weighted FTE used to compute the dollar value of adjustments. That computation is the responsibility of the Department of Education (DOE). However, the gross dollar effect of our proposed adjustments to the FTE may be estimated by multiplying the proposed net weighted adjustments to the FTE student enrollment by the base student allocation amount. The base student allocation for the fiscal year ended June 30, 2021, was $4,319.49 per FTE. For the District, the estimated gross dollar effect of our proposed adjustments to the reported FTE student enrollment is negative $101,737 (negative 23.5529 times $4,319.49).

We have not presented an estimate of the potential dollar effect of our proposed adjustments to student transportation because there is no equivalent method for making such an estimate.

The ultimate resolution of our proposed adjustments to the FTE student enrollment and student transportation and the computation of their financial impact is the responsibility of the DOE.

THE DISTRICT

The District was established pursuant to Section 1001.30, Florida Statutes, to provide public educational services for the residents of Baker County, Florida. Those services are provided primarily to PK through 12th-grade students and to adults seeking career education-type training. The District is part of the State system of public education under the general direction and control of the SBE. The geographic boundaries of the District are those of Baker County.

The governing body of the District is the District School Board that is composed of five elected members. The executive officer of the Board is the elected Superintendent of Schools. The District had eight schools[1] and one virtual education cost center serving PK through 12th-grade students. The District did not report any charter schools.

For the fiscal year ended June 30, 2021, State funding totaling $27.9 million was provided through the FEFP to the District for the District-reported 4,795.24 unweighted FTE as recalibrated. The primary sources of funding for the District are funds from the FEFP, local ad valorem taxes, and Federal grants and donations.

FEFP

FTE Student Enrollment

Florida school districts receive State funding through the FEFP to serve PK through 12th-grade students (adult education is not funded by the FEFP). The FEFP was established by the Florida Legislature in 1973 to guarantee to each student in the Florida public school system, including charter schools, the availability of programs and services appropriate to the student's educational needs that are substantially equal to those available to any similar student notwithstanding geographic differences and varying local economic factors. To provide equalization of educational opportunity in Florida, the FEFP formula recognizes: (1) varying local property tax bases, (2) varying program cost factors, (3) district cost differentials, and (4) differences in per-student costs for equivalent educational programs due to sparsity and dispersion of student population.

The funding provided by the FEFP is based on the numbers of individual students participating in particular educational programs. A numerical value is assigned to each student according to the student's hours and days of attendance in those programs. The individual student thus becomes equated to a numerical value known as an unweighted FTE student enrollment. For brick and mortar school students, one student would be reported as 1.0 FTE if the student was enrolled in six courses per day at 50 minutes per course for the full 180-day school year (i.e., six courses at 50 minutes each per day is 5 hours of class a day or 25 hours per week, which equates to 1.0 FTE). For virtual education students, one student would be reported as 1.0 FTE if the student has successfully completed six courses or credits or the prescribed level of content that counts toward promotion to the next grade. A student who completes

[1] Includes the John M. McKay Scholarships for Students with Disabilities and the Family Empowerment Scholarship Programs identified with special use school numbers.

less than six credits will be reported as a fraction of an FTE. Half-credit completions will be included in determining an FTE student enrollment. Credits completed by a student in excess of the minimum required for that student for graduation are not eligible for funding.

School districts report all FTE student enrollment regardless of the 1.0 FTE cap. The DOE combines all FTE student enrollment reported for the student by all school districts, including the Florida Virtual School. The DOE then recalibrates all reported FTE student enrollment for each student to 1.0 FTE if the total reported FTE for the student exceeds 1.0 FTE. The FTE student enrollment reported by the Department of Juvenile Justice (DJJ) for FTE student enrollment earned beyond the 180-day school year, FTE related to John M. McKay Scholarships for Students with Disabilities Program, and FTE reported to the Family Empowerment Scholarship Program are not included in the recalibration to 1.0 FTE.

All FTE student enrollment is capped at 1.0 FTE except for the FTE student enrollment reported by the DJJ for students beyond the 180-day school year and FTE related to the John M. McKay Scholarships for Students with Disabilities Program. However, if a student only has FTE student enrollment reported in one FTE membership survey[2] of the 180-day school year (Survey 2 or Survey 3), the FTE student enrollment reported will be capped at .5000 FTE, even if FTE student enrollment is reported in Survey 1 or Survey 4, with the exception of FTE student enrollment reported by the DJJ for students beyond the 180-day school year and FTE related to John M. McKay Scholarships for Students with Disabilities Program.

Student Transportation

Any student who is transported by the District must meet one or more of the following conditions to be eligible for State transportation funding: live 2 or more miles from school, be classified as a student with a disability under IDEA, be a Career Education 9-12 or an ESE student who is transported from one school center to another where appropriate programs are provided, or be on a route that meets the criteria for hazardous walking conditions specified in Section 1006.23, Florida Statutes. The District received $1.4 million for student transportation as part of the State funding through the FEFP.

[2] FTE is determined and reported during the school year by means of four FTE membership surveys that are conducted under the direction of district and school management. See Note A6. for more information on surveys.

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House of Representatives, and the
Legislative Auditing Committee

INDEPENDENT AUDITOR'S REPORT

Report on Full-Time Equivalent Student Enrollment

We have examined the Baker County District School Board's (District's) compliance with State requirements relating to the classification, assignment, and verification of the full-time equivalent (FTE) student enrollment including teacher certification reported under the Florida Education Finance Program for the fiscal year ended June 30, 2021. These requirements are found primarily in Sections 1011.60, 1011.61, and 1011.62, Florida Statutes; State Board of Education Rules, Chapter 6A-1, Florida Administrative Code; and the *FTE General Instructions 2020-21* issued by the Department of Education.

Management's Responsibility for Compliance

District management is responsible for the District's compliance with the aforementioned State requirements, including the design, implementation, and maintenance of internal control to prevent, or detect and correct, noncompliance due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the District's compliance with State requirements based on our examination. Our examination was conducted in accordance with attestation standards for a direct examination engagement established by the American Institute of Certified Public Accountants and the standards applicable to attestation engagements contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the examination to obtain reasonable assurance about whether the classification, assignment, and verification of the full-time equivalent student enrollment including teacher certification reported by the District under the Florida Education Finance Program complied with State requirements in all material respects.

An examination involves performing procedures to obtain evidence about whether the District complied with State requirements. The nature, timing, and extent of the procedures selected depend on our judgment, including an assessment of the risks of material noncompliance, whether due to fraud or error.

We believe that the evidence we obtained is sufficient and appropriate to provide a reasonable basis for our modified opinion. Our examination does not provide a legal determination on the District's compliance with State requirements. The legal determination of the District's compliance with these requirements is the responsibility of the Department of Education.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our examination engagement.

An examination by its nature does not include a review of all records and actions of District management and staff and, as a consequence cannot be relied upon to identify all instances of noncompliance, fraud, waste, abuse, or inefficiency. Because of these limitations and the inherent limitations of internal control, an unavoidable risk exists that some material noncompliance may not be detected, even though the examination is properly planned and performed in accordance with attestation standards.

Opinion

Our examination disclosed material noncompliance with State requirements relating to the classification, assignment, and verification of full-time equivalent student enrollment as reported under the Florida Education Finance Program for teachers and students in English for Speakers of Other Languages, Exceptional Student Education Support Levels 4 and 5, and Career Education 9-12 tests involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located.

In our opinion, except for the material noncompliance with State requirements described in the preceding paragraph involving teachers and reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for students in English for Speakers of Other Languages, Exceptional Student Education Support Levels 4 and 5, and Career Education 9-12, the Baker County District School Board complied, in all material respects, with State requirements relating to the classification, assignment, and verification of the full-time equivalent student enrollment including teacher certification reported under the Florida Education Finance Program for the fiscal year ended June 30, 2021.

Other Reporting Required by *Government Auditing Standards*

In accordance with attestation standards established by *Government Auditing Standards*, we are required to report all deficiencies that are considered to be significant deficiencies or material weaknesses[3] in internal control; fraud and noncompliance with provisions of laws or regulations that have a material effect on the District's compliance with State requirements; and any other instances that warrant the attention of those charged with governance; noncompliance with provisions of contracts or grant agreements, and waste and abuse that has a material effect on the District's compliance with State requirements. We are also required to obtain and report the views of responsible officials concerning the findings, conclusions, and recommendations, as well as any planned corrective actions.

[3] A significant deficiency is a deficiency or a combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that material noncompliance will not be prevented, or detected and corrected, on a timely basis.

We performed our examination to express an opinion on the District's compliance with State requirements and not for the purpose of expressing an opinion on the District's related internal control over compliance with State requirements; accordingly, we express no such opinion. Because of its limited purpose, our examination would not necessarily identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses. However, the material noncompliance mentioned above is indicative of significant deficiencies considered to be material weaknesses in the District's internal controls related to teacher certification and reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for students in English for Speakers of Other Languages, Exceptional Student Education Support Levels 4 and 5, and Career Education 9-12. Our examination disclosed certain findings that are required to be reported under *Government Auditing Standards* and all findings, along with the views of responsible officials, are described in *SCHEDULE D* and *MANAGEMENT'S RESPONSE*, respectively. The impact of this noncompliance with State requirements on the District's reported full-time equivalent student enrollment including teacher certification is presented in *SCHEDULES A, B, C,* and *D*.

The District's written response to this examination has not been subjected to our examination procedures and, accordingly, we express no opinion on it.

Purpose of this Report

Pursuant to Section 11.45(4)(c), Florida Statutes, this report is a public record and its distribution is not limited. Attestation standards established by the American Institute of Certified Public Accountants require us to indicate that the purpose of this report is to provide an opinion on the District's compliance with State requirements. Accordingly, this communication is not suitable for any other purpose.

Respectfully submitted,



Sherrill F. Norman, CPA
Tallahassee, Florida
October 13, 2022

SCHEDULE A

POPULATIONS, TEST SELECTION, AND TEST RESULTS
FULL-TIME EQUIVALENT STUDENT ENROLLMENT

Reported FTE Student Enrollment

The funding provided by the FEFP is based on the numbers of individual students participating in particular educational programs. The FEFP funds ten specific programs that are grouped under the following four general program titles: Basic, ESOL, ESE, and Career Education 9-12. The unweighted FTE represents the FTE prior to the application of the specific cost factor for each program. (See *SCHEDULE B* and NOTE A3., A4., and A5.) For the fiscal year ended June 30, 2021, the Baker County District School Board (District) reported to the DOE 4,795.24 unweighted FTE as recalibrated at eight District schools and one virtual education cost center. The District did not report any charter schools.

Schools and Students

As part of our examination procedures, we tested the FTE student enrollment reported to the DOE for schools and students for the fiscal year ended June 30, 2021. (See NOTE B.) The population of schools (9) consisted of the total number of brick and mortar schools in the District that offered courses, as well as the virtual education cost center in the District that offered virtual instruction in the FEFP-funded programs. The population of students (3,966) consisted of the total number of students in each program at the schools and cost centers in our tests. Our Career Education 9-12 student test data includes only those students who participated in OJT.

We noted the following material noncompliance: exceptions involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for 5 of the 9 students in our ESOL test,[4] 7 of the 19 students in our ESE Support Levels 4 and 5 test,[5] and 49 of the 80 students in our Career Education 9-12 test.[6] The District did not report any charter schools.

Our populations and tests of schools and students are summarized as follows:

Programs	Number of Schools		Number of Students at Schools Tested		Students With	Recalibrated Unweighted FTE		Proposed
	Population	Test	Population	Test	Exceptions	Population	Test	Adjustments
Basic	9	5	3,146	53	-	3,688.6900	43.0710	1.8437
Basic with ESE Services	7	4	618	35	1	743.2500	31.8851	3.5002
ESOL	5	4	11	9	5	7.4800	4.9963	(2.3436)
ESE Support Levels 4 and 5	7	4	21	19	7	28.0900	11.0914	(3.5339)
Career Education 9-12	2	1	170	80	49	327.7300	21.5417	(12.1971)
All Programs	9	5	3,966	196	62	4,795.2400	112.5855	(12.7307)

[4] For ESOL, the material noncompliance is composed of Findings 6, 7, 15, and 19 on *SCHEDULE D*.

[5] For ESE Support Levels 4 and 5, the material noncompliance is composed of Findings 8, 9, 10, 16, 17, and 18 on *SCHEDULE D*.

[6] For Career Education 9-12, the material noncompliance is composed of Findings 11 and 12 on *SCHEDULE D*.

Teachers

We also tested teacher qualifications as part of our examination procedures. (See NOTE B.) Specifically, the population of teachers (90) consisted of the total number of teachers at schools in our test who taught courses in ESE Support Levels 4 and 5, Career Education 9-12, or taught courses to ELL students, and of the total number of teachers reported under virtual education cost centers in our test who taught courses in Basic, Basic with ESE Services, ESE Support Levels 4 and 5, Career Education 9-12, or taught courses to ELL students.

We noted the following material noncompliance: State requirements governing teacher certification, School Board approval of out-of-field teacher assignments, notification to parents regarding teachers' out-of-field status, or the earning of required in-service training points in ESOL strategies were not met for 5 of the 33 teachers in our test.[7]

Proposed Adjustments

Our proposed adjustments present the net effects of noncompliance disclosed by our examination procedures, including those related to our test of teacher qualifications. Our proposed adjustments generally reclassify the reported FTE to Basic education, except for noncompliance involving a student's enrollment or attendance in which case the reported FTE is taken to zero. (See *SCHEDULES B, C,* and *D.*)

The ultimate resolution of our proposed adjustments to the FTE student enrollment and the computation of their financial impact is the responsibility of the DOE.

[7] For teachers, the material noncompliance is composed of Findings 2, 3, 4, 5, and 14 on *SCHEDULE D.*

SCHEDULE B

EFFECT OF PROPOSED ADJUSTMENTS ON WEIGHTED FULL-TIME EQUIVALENT STUDENT ENROLLMENT

No.	Program[1]	Proposed Net Adjustment[2]	Cost Factor	Weighted FTE[3]
101	Basic K-3	(.0947)	1.124	(.1064)
102	Basic 4-8	.8733	1.000	.8733
103	Basic 9-12	1.0651	1.012	1.0779
111	Grades K-3 with ESE Services	.4999	1.124	.5619
112	Grades 4-8 with ESE Services	2.5002	1.000	2.5002
113	Grades 9-12 with ESE Services	.5001	1.012	.5061
130	ESOL	(2.3436)	1.184	(2.7748)
254	ESE Support Level 4	(3.0003)	3.644	(10.9331)
255	ESE Support Level 5	(.5336)	5.462	(2.9145)
300	Career Education 9-12	(12.1971)	1.012	(12.3435)
Total		(12.7307)		(23.5529)

[1] See NOTE A7.

[2] These proposed net adjustments are for unweighted FTE. (See *SCHEDULE C.*)

[3] Weighted adjustments to the FTE are presented for illustrative purposes only. The weighted adjustments to the FTE do not take special program caps or allocation factors into consideration and are not intended to indicate the FTE used to compute the dollar value of adjustments. That computation is the responsibility of the DOE. (See NOTE A5.)

SCHEDULE C

PROPOSED ADJUSTMENTS BY SCHOOL
FULL-TIME EQUIVALENT STUDENT ENROLLMENT

No.	Program	Proposed Adjustments[1] #0012	#0022	#0031	Balance Forward
101	Basic K-3	.....	(.0947)	.....	(.0947)
102	Basic 4-8	.....	.....	.4546	.4546
103	Basic 9-12	1.0651	.....	.....	1.0651
111	Grades K-3 with ESE Services	.....	.4999	.....	.4999
112	Grades 4-8 with ESE Services	.....	.....	1.5000	1.5000
113	Grades 9-12 with ESE Services	.5001	.....	.....	.5001
130	ESOL	(1.0651)	(.4052)	(.4546)	(1.9249)
254	ESE Support Level 4	(.5001)	.....	(1.5000)	(2.0001)
255	ESE Support Level 5	(.5336)	.....	.....	(.5336)
300	Career Education 9-12	(12.1971)	.....	.....	(12.1971)
Total		(12.7307)	.0000	.0000	(12.7307)

[1] These proposed net adjustments are for unweighted FTE. (See Note A5.)

No.	Program	Proposed Adjustments[1] Brought Forward	#0032	Total
101	Basic K-3	(.0947)	.....	(.0947)
102	Basic 4-8	.4546	.4187	.8733
103	Basic 9-12	1.0651	.....	1.0651
111	Grades K-3 with ESE Services	.4999	.....	.4999
112	Grades 4-8 with ESE Services	1.5000	1.0002	2.5002
113	Grades 9-12 with ESE Services	.5001	.....	.5001
130	ESOL	(1.9249)	(.4187)	(2.3436)
254	ESE Support Level 4	(2.0001)	(1.0002)	(3.0003)
255	ESE Support Level 5	(.5336)	.....	(.5336)
300	Career Education 9-12	(12.1971)	.....	(12.1971)
Total		(12.7307)	.0000	(12.7307)

[1] These proposed net adjustments are for unweighted FTE. (See Note A5.)

SCHEDULE D

FINDINGS AND PROPOSED ADJUSTMENTS
FULL-TIME EQUIVALENT STUDENT ENROLLMENT

Overview

Baker County District School Board (District) management is responsible for determining that the FTE student enrollment including teacher certification as reported under the FEFP is in compliance with State requirements. These requirements are found primarily in Sections 1011.60, 1011.61, and 1011.62, Florida Statutes; SBE Rules, Chapter 6A-1, FAC; and the *FTE General Instructions 2020-21* issued by the DOE. All noncompliance disclosed by our examination procedures is discussed below and requires management's attention and action as presented in *SCHEDULE E*.

Findings

Proposed Net Adjustments (Unweighted FTE)

Our examination included the July and October 2020 reporting survey periods and the February and June 2021 reporting survey periods (See NOTE A6.). Unless otherwise specifically stated, the Findings and Proposed Adjustments presented herein are for the October 2020 reporting survey period, the February 2021 reporting survey period, or both. Accordingly, our Findings do not mention specific reporting survey periods unless necessary for a complete understanding of the instances of noncompliance being disclosed.

Districtwide – Principal Certification of Attendance

1. [Ref. 1] Our examination of the attendance procedures at four of the non-virtual schools in our test and inquiries of District personnel disclosed that the principals within the District did not certify student attendance for the 2020-21 school year as required by SBE Rule 6A-1.044, FAC, and the DOE's *Comprehensive Management Information System: Automated Student Attendance Recordkeeping System Handbook*. Specifically, the principal (or the principal's designee) has the responsibility for certifying the completeness and accuracy of the automated attendance system in the school for each of the FTE surveys (i.e., at least four times per year). The certification would be a formal statement of certification like that currently contained in the manual attendance registers which would be signed by the principal (or the principal's designee). The certification may be on a separate page of paper or included on the first page of the printed report. We present this disclosure finding with no proposed adjustment .0000

Baker County Senior High School (#0012)

2. [Ref. 1270] One teacher taught a Basic subject area course (Geometry) to a class that included an ELL student (Grade 11) but had earned none of the 60 in-service training

(*Finding Continues on Next Page*)

Findings	Proposed Net Adjustments (Unweighted FTE)
Baker County Senior High School (#0012) (Continued)	
points in ESOL strategies required by SBE Rule 6A-6.0907, FAC, and the teacher's in-service training timeline. Since the student was proposed for adjustment in Finding 6 (Ref. 1201), we present this disclosure finding with no proposed adjustment.	.0000
3. [Ref. 1271] One teacher was not properly certified and was not approved by the School Board to teach out of field. The teacher held certification in Social Science Middle Grades (5-9) but taught a course (Multicultural Studies) to an ELL student (Grade 10) that required certification in Social Science 6-12. We also noted that the student's parents were not notified of the teacher's out-of-field status. Since the student was proposed for adjustment in Finding 6 (Ref. 1201), we present this disclosure finding with no proposed adjustment.	.0000
4. [Ref. 1272] One teacher taught a Basic subject area course (United States History) to a class that included an ELL student (Grade 11) but had earned only 18 of the 60 in-service training points in ESOL strategies required by SBE Rule 6A-6.0907, FAC, and the teacher's in-service training timeline. Since the student was proposed for adjustment in Finding 6 (Ref. 1201), we present this disclosure finding with no proposed adjustment.	.0000
5. [Ref. 1273] One teacher taught an English 3 course that included an ELL student (Grade 11) but was not properly certified or approved by the School Board to teach this student out of field in ESOL. We also noted that the student's parents were not notified of the teacher's out-of-field status. Since the student was proposed for adjustment in Finding 6 (Ref. 1201), we present this disclosure finding with no proposed adjustment.	.0000
6. [Ref. 1201] ELL Committees were not convened for two ELL students (one student was in Grade 10 and one in Grade 11) within 30 school days prior to the students' DEUSS anniversary dates to consider the students' continued ESOL placements beyond 3 years from each student's DEUSS. In addition, the students' *ELL Student Plans* were not available at the time of our examination and could not be subsequently located. We propose the following adjustment:	
103 Basic 9-12	.8540
130 ESOL	(.8540)
	.0000

Findings		Proposed Net Adjustments (Unweighted FTE)

Baker County Senior High School (#0012) (Continued)

7. [Ref. 1202] An ELL Committee was not convened for one ELL student by October 1 to consider the student's continued ESOL placement beyond 3 years from the student's DEUSS. In addition, the *ELL Student Plan* was completed on October 21, 2020, which was after the October 2020 reporting survey period. We propose the following adjustment:

103 Basic 9-12	.2111	
130 ESOL	(.2111)	.0000

8. [Ref. 1203] One ESE student was not reported in accordance with the student's *Matrix of Services* form. We propose the following adjustment:

113 Grades 9-12 with ESE Services	.5001	
254 ESE Support Level 4	(.5001)	.0000

9. [Ref. 1204] The homebound teacher's contact log for one ESE student for the October 2020 reporting survey period was not available at the time of our examination and could not be subsequently located. In addition, the instructional minutes for the student were not reported in accordance with the instructional time scheduled on the student's IEP. We propose the following adjustment:

255 ESE Support Level 5	(.0800)	(.0800)

10. [Ref. 1205] The homebound teacher's contact log for one ESE student for the October 2020 reporting survey period was not available at the time of our examination and could not be subsequently located. In addition, the student was incorrectly reported for five on-campus courses that were not part of the intended schedule identified on the student's IEP and were also incorrectly reported in Program No. 255 (ESE Support Level 5) based on the student's placement in the Hospital and Homebound Program. We propose the following adjustment:

255 ESE Support Level 5	(.4536)	(.4536)

11. [Ref. 1206] Timecards for two Career Education 9-12 students who participated in OJT were not available at the time of our examination and could not be subsequently located. We propose the following adjustment:

300 Career Education 9-12	(.2043)	(.2043)

Findings	Proposed Net Adjustments (Unweighted FTE)

Baker County Senior High School (#0012) (Continued)

12. [Ref. 1207] Timecards for 47 Career Education 9-12 students, in the October 2020 or February 2021 reporting survey periods, who participated in OJT were either signed but not dated by the students' employers or the supervisors, or were signed and dated prior to the completion of the reported hours; consequently, the employers' signatures did not adequately attest to the accuracy of the hours reported as worked. We also noted that 11 of these students had the following exceptions in one of the reporting survey periods:

a. More work hours were reported than were supported by the timecards for four students.

b. Timecards for two students were not available at the time of our examination and could not be subsequently located for the February 2021 reporting survey period. In addition, the timecard for one of these students who also reported in the October 2020 reporting survey period did not indicate any hours worked.

c. The timecard for one student did not include the dates the student worked

d. The timecard for one student indicated that the student was self-employed which is not an allowable option for reporting in the OJT Program.

e. The timecard for one student was an exact copy of the October 2020 timecard and was not representative of the work hours for the February 2021 reporting survey period.

f. Timecards for two students did not indicate that any hours were worked during another reporting survey period.

We propose the following adjustment:

300 Career Education 9-12	(11.9928)	(11.9928)
		(12.7307)

Pre-K/Kindergarten Center (#0022)

13. [Ref. 2201] The course schedule for one ESE student in our Basic with ESE Services test was incorrectly reported in Program No. 101 (Basic K-3) and Program No. 130 (ESOL) during the February 2021 reporting survey period. The School's records evidenced that a valid IEP supported the student's placement in Program No. 111 (Grades K-3 with ESE Services). We propose the following adjustment:

Findings		Proposed Net Adjustments (Unweighted FTE)
Pre-K/Kindergarten Center (#0022) (Continued)		
101 Basic K-3	(.0947)	
111 Grades K-3 with ESE Services	.4999	
130 ESOL	(.4052)	.0000
		.0000

J. Franklyn Keller Intermediate School (#0031)

14. [Ref. 3170] One teacher taught Primary Language Arts and Basic subject area courses that included an ELL student but was not properly certified to teach this student and was not approved by the School Board to teach out of field until November 2, 2020, which was after the October 2020 reporting survey period. We also noted that the student's parents were not notified of the teacher's out-of-field status until October 15, 2020, which was after the October 2020 reporting survey period. In addition, the teacher had earned none of the 120 or 60 in-service training points in ESOL strategies required by SBE Rules 6A-1.0503 and 6A-6.0907, FAC, and the teacher's in-service training timeline. Since the student was proposed for adjustment in Finding 15 (Ref. 3101), we present this disclosure finding with no proposed adjustment. .0000

15. [Ref. 3101] An ELL Committee was not convened for one ELL student within 30 school days prior to the student's DEUSS anniversary date to consider the student's continued ESOL placement beyond 3 years from the student's DEUSS anniversary date. In addition, the *ELL Student Plan* was completed on December 9, 2020, which was after the October 2020 reporting survey period. We propose the following adjustment:

102 Basic 4-8	.4546	
130 ESOL	(.4546)	.0000

16. [Ref. 3102] The IEPs for two ESE students were not accompanied by *Matrix of Services* (Matrix) forms and School records did not demonstrate that prior Matrix forms were reviewed when the IEPs were prepared. We propose the following adjustment:

112 Grades 4-8 with ESE Services	1.5000	
254 ESE Support Level 4	(1.5000)	.0000
		.0000

Findings		Proposed Net Adjustments (Unweighted FTE)
Baker County Middle School (#0032)		
17. [Ref. 3201] The IEP for one ESE student was not accompanied by a *Matrix of Services* (Matrix) form and School records did not demonstrate that the prior Matrix form was reviewed when the IEP was prepared. We propose the following adjustment:		
112 Grades 4-8 with ESE Services	.5001	
254 ESE Support Level 4	(.5001)	.0000
18. [Ref. 3202] One ESE student was not reported in accordance with the student's *Matrix of Services* form. We propose the following adjustment:		
112 Grades 4-8 with ESE Services	.5001	
254 ESE Support Level 4	(.5001)	.0000
19. [Ref. 3203] An ELL Committee was not convened for one ELL student within 30 school days prior to the student's DEUSS anniversary date to consider the student's continued ESOL placement beyond 3 years from the student's DEUSS anniversary date. In addition, the *ELL Student Plan* was completed on October 23, 2020, which was after the October 2020 reporting survey period. We propose the following adjustment:		
102 Basic 4-8	.4187	
130 ESOL	(.4187)	.0000
		.0000
Proposed Net Adjustment		**(12.7307)**

SCHEDULE E

RECOMMENDATIONS AND REGULATORY CITATIONS
FULL-TIME EQUIVALENT STUDENT ENROLLMENT

RECOMMENDATIONS

We recommend that Baker County District School Board (District) management exercise more care and take corrective action, as appropriate, to ensure that: (1) student attendance records are certified by the principal (or the principal's designee) as required the DOE's *Comprehensive Management Information System Automated Student Attendance Recordkeeping Handbook*; (2) students are reported in the proper FEFP funding categories for the correct amount of FTE and documentation is retained to support that reporting, particularly for students in the ESOL and ESE Programs; (3) the English language proficiency of students being considered for continuation of their ESOL placements beyond the initial 3-year base period is assessed by October 1 if the students' DEUSS falls within the first 2 weeks of the school year, or within 30 school days prior to the students' DEUSS anniversary dates, ELL Committees are timely convened subsequent to these assessments, and students' parents are properly notified of the ELL Committee meeting; (4) *ELL Student Plans* include the students' schedules, are timely prepared, readily available, and retained in students' files; (5) ESE students are reported in accordance with the students' *Matrix of Services* forms that are timely completed, evidence reviewed when students' new IEPs are prepared, and are retained in the students' files; (6) students in the Hospital and Homebound Program are reported in the appropriate FEFP Program for the scheduled instructional time as supported by the students' IEPs; (7) students in Career Education 9-12 who participate in OJT are reported in accordance with timecards that are accurately completed, signed, and retained in readily accessible files; (8) all teachers, including teachers hired as substitute teachers, serving in a role consistent with that of a classroom teacher as provided by Florida Statutes and SBE rules, are properly certified, or if not properly certified, are approved by the School Board to teach out of field, and the students' parents are properly notified of the teacher's out-of-field placement; and (9) out-of-field teachers earn in-service training points required by SBE Rules 6A-1.0503 and 6A 6.0907, FAC, and in accordance with the teachers' in-service training timelines.

The absence of statements in this report regarding practices and procedures followed by the District should not be construed as acceptance, approval, or endorsement of those practices and procedures. Additionally, the specific nature of this report does not limit or lessen the District's obligation to comply with all State requirements relating to the classification, assignment, and verification of the FTE student enrollment including teacher certification as reported under the FEFP.

REGULATORY CITATIONS

Reporting

Section 1007.271(21), Florida Statutes, *Dual Enrollment Programs*
Section 1011.60, Florida Statutes, *Minimum Requirements of the Florida Education Finance Program*
Section 1011.61, Florida Statutes, *Definitions*
Section 1011.62, Florida Statutes, *Funds for Operation of Schools*

SBE Rule 6A-1.0451, FAC, *Florida Education Finance Program Student Membership Surveys*
SBE Rule 6A-1.045111, FAC, *Hourly Equivalent to 180-Day School Year*
FTE General Instructions 2020-21

Attendance

Section 1003.23, Florida Statutes, *Attendance Records and Reports*
SBE Rule 6A-1.044(3) and (6)(c), FAC, *Pupil Attendance Records*
FTE General Instructions 2020-21
Comprehensive Management Information System: Automated Student Attendance Recordkeeping System Handbook

ESOL

Section 1003.56, Florida Statutes, *English Language Instruction for Limited English Proficient Students*
Section 1011.62(1)(g), Florida Statutes, *Education for Speakers of Other Languages*
SBE Rule 6A-6.0901, FAC, *Definitions Which Apply to Programs for English Language Learners*
SBE Rule 6A-6.0902, FAC, *Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners*
SBE Rule 6A-6.09021, FAC, *Annual English Language Proficiency Assessment for English Language Learners (ELLs)*
SBE Rule 6A-6.09022, FAC, *Extension of Services in English for Speakers of Other Languages (ESOL) Program*
SBE Rule 6A-6.0903, FAC, *Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program*
SBE Rule 6A-6.09031, FAC, *Post Reclassification of English Language Learners (ELLs)*
SBE Rule 6A-6.0904, FAC, *Equal Access to Appropriate Instruction for English Language Learners*

Career Education On-The-Job Attendance

SBE Rule 6A-1.044(6)(c), FAC, *Pupil Attendance Records*

Career Education On-The-Job Funding Hours

FTE General Instructions 2020-21

Exceptional Education

Section 1003.57, Florida Statutes, *Exceptional Students Instruction*
Section 1011.62, Florida Statutes, *Funds for Operation of Schools*
Section 1011.62(1)(e), Florida Statutes, *Funding Model for Exceptional Student Education Programs*
SBE Rule 6A-6.03028, FAC, *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities*
SBE Rule 6A-6.03029, FAC, *Development of Individualized Family Support Plans for Children with Disabilities Ages Birth Through Five Years*
SBE Rule 6A-6.0331, FAC, *General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services*
SBE Rule 6A-6.0334, FAC, *Individual Educational Plans (IEPs) and Educational Plans (EPs) for Transferring Exceptional Students*

SBE Rule 6A-6.03411, FAC, *Definitions, ESE Policies and Procedures, and ESE Administrators*
SBE Rule 6A-6.0361, FAC, *Contractual Agreements with Nonpublic Schools and Residential Facilities*
Matrix of Services Handbook (2017 Edition)

Teacher Certification

Section 1010.215(1)(c), Florida Statutes, *Educational Funding Accountability*
Section 1012.01(2)(a), Florida Statutes, *Definitions, Classroom Teachers*
Section 1012.42(2), Florida Statutes, *Teacher Teaching Out-of-Field; Notification Requirements*
Section 1012.55, Florida Statutes, *Positions for Which Certificates Required*
Section 1012.56, Florida Statutes, *Educator Certification Requirements*
SBE Rule 6A-1.0502, FAC, *Non-certificated Instructional Personnel*
SBE Rule 6A-1.0503, FAC, *Definition of Qualified Instructional Personnel*
SBE Rule 6A-4.001, FAC, *Instructional Personnel Certification*
SBE Rule 6A-4.0021, FAC, *Florida Teacher Certification Examinations*
SBE Rule 6A-6.0907, FAC, *Inservice Requirements for Personnel of Limited English Proficient Students*

Virtual Education

Section 1002.321, Florida Statutes, *Digital Learning*
Section 1002.37, Florida Statutes, *The Florida Virtual School*
Section 1002.45, Florida Statutes, *Virtual Instruction Programs*
Section 1002.455, Florida Statutes, *Student Eligibility for K-12 Virtual Instruction*
Section 1003.498, Florida Statutes, *School District Virtual Course Offerings*

Charter Schools

Section 1002.33, Florida Statutes, *Charter Schools*

NOTES TO SCHEDULES

NOTE A – SUMMARY FULL-TIME EQUIVALENT STUDENT ENROLLMENT

A summary discussion of the significant features of the Baker County District School Board (District), the FEFP, the FTE, and related areas is provided below.

1. The District

The District was established pursuant to Section 1001.30, Florida Statutes, to provide public educational services for the residents of Baker County, Florida. Those services are provided primarily to PK through 12th-grade students and to adults seeking career education-type training. The District is part of the State system of public education under the general direction and control of the SBE. The geographic boundaries of the District are those of Baker County.

The governing body of the District is the District School Board that is composed of five elected members. The executive officer of the Board is the elected Superintendent of Schools. The District had eight schools and one virtual education cost center serving PK through 12th-grade students. The District did not report any charter schools.

For the fiscal year ended June 30, 2021, State funding totaling $27.9 million was provided through the FEFP to the District for the District-reported 4,795.24 unweighted FTE as recalibrated. The primary sources of funding for the District are funds from the FEFP, local ad valorem taxes, and Federal grants and donations.

2. FEFP

Florida school districts receive State funding through the FEFP to serve PK through 12th-grade students (adult education is not funded by the FEFP). The FEFP was established by the Florida Legislature in 1973 to guarantee to each student in the Florida public school system, including charter schools, the availability of programs and services appropriate to the student's educational needs that are substantially equal to those available to any similar student notwithstanding geographic differences and varying local economic factors. To provide equalization of educational opportunity in Florida, the FEFP formula recognizes: (1) varying local property tax bases, (2) varying program cost factors, (3) district cost differentials, and (4) differences in per-student cost for equivalent educational programs due to sparsity and dispersion of student population.

3. FTE Student Enrollment

The funding provided by the FEFP is based on the numbers of individual students participating in particular educational programs. A numerical value is assigned to each student according to the student's hours and days of attendance in those programs. The individual student thus becomes equated to a numerical value known as an unweighted FTE student enrollment. For example, for PK through 3rd-grade, 1.0 FTE is defined as one student in membership in a program or a group of programs for 20 hours per week for 180 days; for grade levels 4 through 12, 1.0 FTE is defined as one student in membership in a program or a group of programs for 25 hours per week for 180 days. For brick and

mortar school students, one student would be reported as 1.0 FTE if the student was enrolled in six courses per day at 50 minutes per course for the full 180-day school year (i.e., six courses at 50 minutes each per day is 5 hours of class a day or 25 hours per week, which equates to 1.0 FTE). For virtual education students, one student would be reported as 1.0 FTE if the student has successfully completed six courses or credits or the prescribed level of content that counts toward promotion to the next grade. A student who completes less than six credits will be reported as a fraction of an FTE. Half-credit completions will be included in determining an FTE student enrollment. Credits completed by a student in excess of the minimum required for that student for graduation are not eligible for funding.

4. Recalibration of FTE to 1.0

School districts report all FTE student enrollment regardless of the 1.0 FTE cap. The DOE combines all FTE student enrollment reported for the student by all school districts, including the Florida Virtual School. The DOE then recalibrates all reported FTE student enrollment for each student to 1.0 FTE if the total reported FTE for the student exceeds 1.0 FTE. The FTE student enrollment reported by the DJJ for FTE student enrollment earned beyond the 180-day school year, FTE related to John M. McKay Scholarships for Students with Disabilities Program, and FTE reported for the Family Empowerment Scholarship Program are not included in the recalibration to 1.0 FTE.

All FTE student enrollment is capped at 1.0 FTE except for the FTE student enrollment reported by the DJJ for students beyond the 180-day school year and FTE related to the John M. McKay Scholarships for Students with Disabilities Program. However, if a student only has FTE student enrollment reported in one FTE membership survey of the 180-day school year (Survey 2 or Survey 3), the FTE student enrollment reported will be capped at .5000 FTE, even if FTE student enrollment is reported in Survey 1 or Survey 4, with the exception of FTE student enrollment reported by the DJJ for students beyond the 180-day school year and FTE related to John M. McKay Scholarships for Students with Disabilities Program.

5. Calculation of FEFP Funds

The amount of State and local FEFP funds is calculated by the DOE by multiplying the number of unweighted FTE in each educational program by the specific cost factor of each program to obtain weighted FTEs. Weighted FTEs are multiplied by the base student allocation amount and that product is multiplied by the appropriate cost differential factor. Various adjustments are then added to obtain the total State and local FEFP dollars. All cost factors, the base student allocation amount, cost differential factors, and various adjustment figures are established by the Florida Legislature.

6. FTE Reporting Surveys

The FTE is determined and reported during the school year by means of four FTE membership surveys that are conducted under the direction of district and school management. Each survey is a determination of the FTE membership for a period of 1 week. The surveys for the 2020-21 school year were conducted during and for the following weeks at the applicable schools: Survey 1 was performed July 6 through 10, 2020; Survey 2 was performed October 5 through 9, 2020; Survey 3 was performed February 8 through 12,2021; and, Survey 4 was performed June 14 through 18, 2021.

7. Educational Programs

The FEFP funds ten specific programs under which instruction may be provided as authorized by the Florida Legislature. The general program titles under which these specific programs fall are: (1) Basic, (2) ESOL, (3) ESE, and (4) Career Education 9-12.

8. Statutes and Rules

The following statutes and rules are of significance to the administration of Florida public education:

Chapter 1000, Florida Statutes, *K-20 General Provisions*
Chapter 1001, Florida Statutes, *K-20 Governance*
Chapter 1002, Florida Statutes, *Student and Parental Rights and Educational Choices*
Chapter 1003, Florida Statutes, *Public K-12 Education*
Chapter 1006, Florida Statutes, *Support for Learning*
Chapter 1007, Florida Statutes, *Articulation and Access*
Chapter 1010, Florida Statutes, *Financial Matters*
Chapter 1011, Florida Statutes, *Planning and Budgeting*
Chapter 1012, Florida Statutes, *Personnel*
SBE Rules, Chapter 6A-1, FAC, *Finance and Administration*
SBE Rules, Chapter 6A-4, FAC, *Certification*
SBE Rules, Chapter 6A-6, FAC, *Special Programs I*

NOTE B – TESTING FTE STUDENT ENROLLMENT

Our examination procedures for testing provided for the selection of schools, students, and teachers using judgmental methods for testing the FTE student enrollment including teacher certification as reported under the FEFP to the DOE for the fiscal year ended June 30, 2021. Our testing process was designed to facilitate the performance of appropriate examination procedures to test the District's compliance with State requirements relating to the classification, assignment, and verification of the FTE student enrollment including teacher certification as reported under the FEFP. The following schools were selected for testing:

School	Findings
Districtwide - Principal Certification of Attendance	1
1. Baker County Senior High School	2 through 12
2. Pre-K/Kindergarten Center	13
3. J. Franklyn Keller Intermediate School	14 through 16
4. Baker County Middle School	17 through 19
5. Baker County Virtual Franchise	NA

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The President of the Senate, the Speaker of the
House of Representatives, and the
Legislative Auditing Committee

INDEPENDENT AUDITOR'S REPORT

Report on Student Transportation

We have examined the Baker County District School Board's (District's) compliance with State requirements relating to the classification, assignment, and verification of student transportation as reported under the Florida Education Finance Program for the fiscal year ended June 30, 2021. These requirements are found primarily in Chapter 1006, Part I, E. and Section 1011.68, Florida Statutes; State Board of Education Rules, Chapter 6A-3, Florida Administrative Code; and the *FTE General Instructions 2020-21* (*Appendix G*) issued by the Department of Education.

Management's Responsibility for Compliance

District management is responsible for the District's compliance with the aforementioned State requirements, including the design, implementation, and maintenance of internal control to prevent, or detect and correct, noncompliance due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the District's compliance with State requirements based on our examination. Our examination was conducted in accordance with attestation standards for a direct examination engagement established by the American Institute of Certified Public Accountants and the standards applicable to attestation engagements contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the examination to obtain reasonable assurance about whether the classification, assignment, and verification of student transportation reported by the District under the Florida Education Finance Program complied with State requirements in all material respects.

An examination involves performing procedures to obtain evidence about whether the District complied with State requirements. The nature, timing, and extent of the procedures selected depend on our judgment, including an assessment of the risks of material noncompliance, whether due to fraud or error. We believe that the evidence we obtained is sufficient and appropriate to provide a reasonable basis for

our modified opinion. Our examination does not provide a legal determination on the District's compliance with State requirements. The legal determination of the District's compliance with these requirements is, however, ultimately the responsibility of the Department of Education.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our examination engagement.

An examination by its nature does not include a review of all records and actions of District management and staff and, as a consequence cannot be relied upon to identify all instances of noncompliance, fraud, waste, abuse, or inefficiency. Because of these limitations and the inherent limitations of internal control, an unavoidable risk exists that some material noncompliance may not be detected, even though the examination is properly planned and performed in accordance with attestation standards.

Opinion

Our examination disclosed material noncompliance with State requirements relating to the classification, assignment, and verification of student transportation as reported under the Florida Education Finance Program involving the students' reported ridership classification or eligibility for State transportation funding.

In our opinion, except for the material noncompliance with State requirements described in the preceding paragraph involving the students' reported ridership classification or eligibility for State transportation funding, the Baker County District School Board complied, in all material respects, with State requirements relating to the classification, assignment, and verification of student transportation as reported under the Florida Education Finance Program for the fiscal year ended June 30, 2021.

Other Reporting Required by *Government Auditing Standards*

In accordance with attestation standards established by *Government Auditing Standards*, we are required to report all deficiencies that are considered to be significant deficiencies or material weaknesses[8] in internal control; fraud and noncompliance with provisions of laws or regulations that have a material effect on the District's compliance with State requirements; and any other instances that warrant the attention of those charged with governance; noncompliance with provisions of contracts or grant agreements, and waste and abuse that has a material effect on the District's compliance with State requirements. We are also required to obtain and report the views of responsible officials concerning the findings, conclusions, and recommendations, as well as any planned corrective actions.

We performed our examination to express an opinion on the District's compliance with State requirements and not for the purpose of expressing an opinion on the District's related internal control over compliance with State requirements; accordingly, we express no such opinion. Because of its limited purpose, our examination would not necessarily identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses. However, the material noncompliance mentioned above is indicative of significant deficiencies considered to be material weaknesses in the District's

[8] A significant deficiency is a deficiency or a combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that material noncompliance will not be prevented, or detected and corrected, on a timely basis.

internal controls related to students' reported ridership classification or eligibility for State transportation funding. Our examination disclosed certain findings that are required to be reported under *Government Auditing Standards* and all findings, along with the views of responsible officials, are described in *SCHEDULE G* and *MANAGEMENT'S RESPONSE*, respectively. The impact of this noncompliance with State requirements on the District's reported student transportation is presented in *SCHEDULES F* and *G*.

The District's written response to this examination has not been subjected to our examination procedures and, accordingly, we express no opinion on it.

Purpose of this Report

Pursuant to Section 11.45(4)l, Florida Statutes, this report is a public record and its distribution is not limited. Attestation standards established by the American Institute of Certified Public Accountants require us to indicate that the purpose of this report is to provide an opinion on the District's compliance with State requirements. Accordingly, this communication is not suitable for any other purpose.

Respectfully submitted,



Sherrill F. Norman, CPA
Tallahassee, Florida
October 13, 2022

SCHEDULE F

POPULATIONS, TEST SELECTION, AND TEST RESULTS
STUDENT TRANSPORTATION

Any student who is transported by the Baker County District School Board (District) must meet one or more of the following conditions to be eligible for State transportation funding: live 2 or more miles from school, be classified as a student with a disability under IDEA, be a Career Education 9-12 or an ESE student who is transported from one school center to another where appropriate programs are provided, or be on a route that meets the criteria for hazardous walking conditions specified in Section 1006.23(2), Florida Statutes. (See NOTE A1.)

As part of our examination procedures, we tested student transportation as reported to the DOE for the fiscal year ended June 30, 2021. (See NOTE B.) The population of vehicles (115) consisted of the total number of vehicles (buses, vans, or passenger cars) reported by the District for all reporting survey periods. For example, a vehicle that transported students during the July and October 2020 and February and June 2021 reporting survey periods would be counted in the population as four vehicles. Similarly, the population of students (5,602) consisted of the total number of funded students reported by the District as having been transported for all reporting survey periods. (See NOTE A2.) The District reported students in the following ridership categories:

Ridership Category	Number of Funded Students Transported
IDEA – PK through Grade 12, Weighted	175
All Other FEFP Eligible Students	5,427
Total	5,602

Students with exceptions are students with exceptions affecting their ridership category. Students cited only for incorrect reporting of DIT, if any, are not included in our error-rate determination.

We noted the following material noncompliance: exceptions involving the reported ridership classification or eligibility for State transportation funding for 122 of 310 students in our student transportation test.[9]

[9] For student transportation, the material noncompliance is composed of Findings 1, 3, 4, 6, and 7 on *SCHEDULE G*.

Our examination results are summarized below:

Description	Buses	Students	
	Proposed Net Adjustment	With Exceptions	Proposed Net Adjustment
We noted that the reported number of buses in operation was overstated.	(4)	-	-
Our tests included 310 of the 5,602 students reported as being transported by the District.	-	122	(118)
In conjunction with our general tests of student transportation we identified certain issues related to 359 additional students.	-	359	(359)
Total	(4)	481	(477)

Our proposed net adjustment presents the net effect of noncompliance disclosed by our examination procedures. (See *SCHEDULE G.*)

The ultimate resolution of our proposed net adjustment and the computation of its financial impact is the responsibility of the DOE.

SCHEDULE G

FINDINGS AND PROPOSED ADJUSTMENTS
STUDENT TRANSPORTATION

Overview

Baker County District School Board (District) management is responsible for determining that student transportation as reported under the FEFP is in compliance with State requirements. These requirements are found primarily in Chapter 1006, Part I, E. and Section 1011.68, Florida Statutes; SBE Rules, Chapter 6A-3, FAC; and the *FTE General Instructions 2020-21 (Appendix G)* issued by the DOE. All noncompliance disclosed by our examination procedures is discussed below and requires management's attention and action as presented in *SCHEDULE H*.

Findings

Students Transported Proposed Net Adjustments

Our examination procedures included both general tests and detailed tests. Our general tests included inquiries concerning the District's transportation of students and verification that a bus driver's report existed for each bus reported in a survey period. Our detailed tests involved verification of the specific ridership categories reported for students in our tests from the July and October 2020 reporting survey periods and the February and June 2021 reporting survey periods. Adjusted students who were in more than one reporting survey period are accounted for by reporting survey period. For example, a student included in our tests twice (e.g., once for the October 2020 reporting survey period and once for the February 2021 reporting survey period) will be presented in our Findings as two test students.

1. [Ref. 52/53] Our general tests disclosed that the ridership of 106 students (9 students were in our test) was not adequately supported. Four bus driver route reports involving three buses were missing and could not be subsequently located. As a result of the missing reports, the buses in operation were overstated by three buses (Ref. 53) and the number of buses in operation for the October 2020 reporting survey period (Ref. 52) was overstated by one bus due to a data entry error. We propose the following adjustments:

Ref. 52	
October 2020 Survey	
Number of Buses in Operation	(1)
Ref. 53	
February 2021 Survey	
Number of Buses in Operation	(2)
93 Days in Term	
All Other FEFP Eligible Students	(102)

Findings		Students Transported Proposed Net Adjustments
June 2021 Survey		
Number of Buses in Operation	(1)	
	(4)	
15 Days in Term		
ID–A - PK through Grade 12, Weighted	(4)	(106)

2. [Ref. 51] Our general tests disclosed that 2,938 students were reported for an incorrect number of DIT. Specifically, we noted the following DIT reported should have been reported for differing number of DIT in accordance with the District's instructional calendar for the October 2020 reporting survey period and the District's summer ESY instruction calendar for the July 2020 and June 2021 reporting survey periods:

a. For the July 2020 reporting survey period, 44 students were reported for 13 DIT in the July 2020 reporting survey period rather than 6 DIT.

b. For the October 2020 reporting survey period, 2,681 students were reported for 85 DIT in the October 2020 reporting survey period rather than 87 DIT.

c. For the February 2021 reporting survey period, 4 students were transported to schools located in Duval County and were reported for 93 DIT rather than 97 DIT in accordance with Duval County's instructional calendar.

d. For the June 2021 reporting survey period, 209 students were reported for 6 DIT (130 students) and for 12 DIT (79 students) rather than 7 DIT (205 students) and 15 DIT (4 students).

We propose the following adjustments:

July 2020 Survey	
13 Days in Term	
IDEA - PK through Grade 12, Weighted	(10)
All Other FEFP Eligible Students	(34)
6 Days in Term	
IDEA - PK through Grade 12, Weighted	10
All Other FEFP Eligible Students	34
October 2020 Survey	
87 Days in Term	
IDEA - PK through Grade 12, Weighted	72
All Other FEFP Eligible Students	2,609
85 Days in Term	
IDEA - PK through Grade 12, Weighted	(72)
All Other FEFP Eligible Students	(2,609)

Findings		Students Transported Proposed Net Adjustments
February 2021 Survey		
97 Days in Term		
IDEA - PK through Grade 12, Weighted	4	
93 Days in Term		
IDEA - PK through Grade 12, Weighted	(4)	
June 2021 Survey		
15 Days in Term		
IDEA - PK through Grade 12, Weighted	4	
12 Days in Term		
IDEA - PK through Grade 12, Weighted	(5)	
All Other FEFP Eligible Students	(74)	
7 Days in Term		
IDEA - PK through Grade 12, Weighted	3	
All Other FEFP Eligible Students	202	
6 Days in Term		
IDEA - PK through Grade 12, Weighted	(2)	
All Other FEFP Eligible Students	(128)	0

3. [Ref. 54] Our general tests disclosed that 211 students (80 students were in our test) were incorrectly reported in the All Other FEFP Eligible Students or IDEA - PK through Grade 12, Weighted ridership categories during the July 2020 or June 2021 reporting survey periods. The students were not classified as students with disabilities under IDEA or had IEPs that did not authorize ESY services. Only students whose IEPs authorize ESY services or students enrolled in a non-residential DJJ Program are eligible to be reported for State transportation funding during a summer reporting survey period. We propose the following adjustments:

July 2020 Survey		
6 Days in Term		
All Other FEFP Eligible Students	(32)	
June 2021 Survey		
7 Days in Term		
IDEA - PK through Grade 12, Weighted	(1)	
All Other FEFP Eligible Students	(178)	(211)

Findings		Students Transported Proposed Net Adjustments

4. [Ref. 55] Our general review of transportation records evidenced that the ridership of 146 students (18 students were in our test) was not properly supported for State transportation funding. Specifically, we noted the following:

a. 55 students' ridership dates were after the dates on which the bus drivers signed the bus reports and attested to the accuracy of the ridership.

b. 51 students were reported on bus drivers reports that were not appropriately signed and dated by the bus drivers attesting to the accuracy of the ridership reported on the buses.

c. 11 students were not marked as riding their assigned buses.

d. 29 students were not listed on the bus drivers' reports as riding the buses.

We propose the following adjustments:

a.	**October 2020 Survey**		
	87 Days in Term		
	IDEA - PK through Grade 12, Weighted	(3)	
	All Other FEFP Eligible Students	(39)	
	February 2021 Survey		
	93 Days in Term		
	All Other FEFP Eligible Students	(13)	(55)
b.	**October 2020 Survey**		
	87 Days in Term		
	All Other FEFP Eligible Students	(29)	
	February 2021 Survey		
	93 Days in Term		
	IDEA - PK through Grade 12, Weighted	(17)	
	June 2021 Survey		
	7 Days in Term		
	All Other FEFP Eligible Students	(5)	(51)
c.	**October 2020 Survey**		
	87 Days in Term		
	All Other FEFP Eligible Students	(4)	
	February 2021 Survey		
	93 Days in Term		
	IDEA - PK through Grade 12, Weighted	(1)	
	All Other FEFP Eligible Students	(6)	(11)

Findings		Students Transported Proposed Net Adjustments
d. **October 2020 Survey**		
87 Days in Term		
All Other FEFP Eligible Students	(14)	
February 2021 Survey		
93 Days in Term		
IDEA - PK through Grade 12, Weighted	(1)	
All Other FEFP Eligible Students	(13)	
June 2021 Survey		
7 Days in Term		
All Other FEFP Eligible Students	(1)	(29)

5. [Ref. 56] Our general tests disclosed that three PK students were incorrectly reported in the All Other FEFP Eligible Students ridership category. District records did not evidence that the students were students with disabilities under IDEA or children of students enrolled in a Teen Parent Program; consequently, the students were not eligible for State transportation funding. We propose the following adjustments:

October 2020 Survey		
87 Days in Term		
All Other FEFP Eligible Students	(2)	
February 2021 Survey		
93 Days in Term		
All Other FEFP Eligible Students	(1)	(3)

6. [Ref. 57] Four students in our test were incorrectly reported in the IDEA - PK through Grade 12, Weighted ridership category. The IEPs for three of the students did not indicate that the students met at least one of the five criteria required for reporting in a weighted ridership category and the IEP for one student was not available at the time of our examination and could not be subsequently located. However, we determined that all of the students were otherwise eligible for reporting in the All Other FEFP Eligible Students ridership category. We propose the following adjustments:

July 2020 Survey	
6 Days in Term	
IDEA - PK through Grade 12, Weighted	(1)
All Other FEFP Eligible Students	1

Findings		Students Transported Proposed Net Adjustments
October 2020 Survey		
87 Days in Term		
IDEA - PK through Grade 12, Weighted	(1)	
All Other FEFP Eligible Students	1	
80 Days in Term		
IDEA - PK through Grade 12, Weighted	(1)	
All Other FEFP Eligible Students	1	
February 2021 Survey		
93 Days in Term		
IDEA - PK through Grade 12, Weighted	(1)	
All Other FEFP Eligible Students	1	0

7. [Ref. 58] Eleven students in our test were incorrectly reported in the All Other FEFP Eligible Students ridership category. The students lived less than 2 miles from their assigned schools and were not otherwise eligible for State transportation funding. We propose the following adjustment:

October 2020 Survey		
87 Days in Term		
All Other FEFP Eligible Students	(4)	
February 2021 Survey		
93 Days in Term		
All Other FEFP Eligible Students	(7)	(11)
Proposed Net Adjustment		**(477)**

SCHEDULE H

RECOMMENDATIONS AND REGULATORY CITATIONS
STUDENT TRANSPORTATION

RECOMMENDATIONS

We recommend that Baker County District School Board (District) management exercise more care and take corrective action, as appropriate, to ensure that: (1) the number of DIT is accurately reported; (2) the number of buses in operation are accurately reported and documentation is maintained to support that reporting; (3) all bus drivers' reports documenting student ridership during the reporting survey periods are timely signed and dated by the bus drivers who are providing the transportation, attesting to the validity and accuracy of the students' ridership and are retained in readily assessable files; (4) only those students who are recorded on bus driver reports as having been transported to an FEFP-eligible program on at least 1 day during the 11-day window of the reporting survey period are reported for State transportation funding; (5) only ESE students requiring ESY services as noted on the students' IEPs that also specify a need for transportation as a related service and students attending non-residential DJJ Programs are eligible to be reported for State transportation funding during the summer reporting survey periods; (6) only PK students classified as students with disabilities under IDEA or whose parent is enrolled in a Teenage Parent Program are reported for State transportation funding; (7) students who are reported in a weighted ridership category are documented as having met at least one of the five criteria required for weighted classification, have documentation to support the reported weighted classification as indicated on each student's IEP, and those IEPs are maintained in readily accessible files; and (8) the distance from home to school is verified prior to students being reported in the All Other FEFP Eligible Students ridership category based on living 2 miles or more from their assigned schools.

The absence of statements in this report regarding practices and procedures followed by the District should not be construed as acceptance, approval, or endorsement of those practices and procedures. Additionally, the specific nature of this report does not limit or lessen the District's obligation to comply with all State requirements relating to the classification, assignment, and verification of student transportation as reported under the FEFP.

REGULATORY CITATIONS

Section 1002.33, Florida Statutes, *Charter Schools*
Chapter 1006, Part I, E., Florida Statutes, *Transportation of Public K-12 Students*
Section 1011.68, Florida Statutes, *Funds for Student Transportation*
SBE Rules, Chapter 6A-3, FAC, *Transportation*
FTE General Instructions 2020-21 (Appendix G)

NOTES TO SCHEDULES

NOTE A - SUMMARY STUDENT TRANSPORTATION

A summary discussion of the significant features of the Baker County District School Board (District) student transportation and related areas is provided below.

1. Student Eligibility

Any student who is transported by the District must meet one or more of the following conditions to be eligible for State transportation funding: live 2 or more miles from school, be classified as a student with a disability under IDEA, be a Career Education 9-12 or an ESE student who is transported from one school center to another where appropriate programs are provided, or be on a route that meets the criteria for hazardous walking conditions specified in Section 1006.23(2), Florida Statutes.

2. Transportation in Baker County

For the fiscal year ended June 30, 2021, the District received $1.4 million for student transportation as part of the State funding through the FEFP. The District's student transportation reported by survey period was as follows:

Survey Period	Number of Vehicles	Number of Funded Students	Number of Courtesy Riders
July 2020	12	44	-
October 2020	47	2,686	521
February 2021	44	2,663	519
June 2021	12	209	-
Totals	115	5,602	1,040

3. Statutes and Rules

The following statutes and rules are of significance to the District's administration of student transportation:

Section 1002.33, Florida Statutes, *Charter Schools*
Chapter 1006, Part I, E., Florida Statutes, *Transportation of Public K-12 Students*
Section 1011.68, Florida Statutes, *Funds for Student Transportation*
SBE Rules, Chapter 6A-3, FAC, *Transportation*

NOTE B – TESTING STUDENT TRANSPORTATION

Our examination procedures for testing provided for the selection of students using judgmental methods for testing student transportation as reported to the DOE for the fiscal year ended June 30, 2021. Our testing process was designed to facilitate the performance of appropriate examination procedures to test the District's compliance with State requirements relating to the classification, assignment, and verification of student transportation as reported under the FEFP.

Baker County Public Schools
Support Services
Sherrie Raulerson, Superintendent of Schools
392 South Boulevard East, Macclenny, Florida 32063
Telephone: (904) 259-6251 www.bakerk12.org Fax: (904) 259-2825

October 13, 2022

Ms. Sherrill F. Norman, CPA
Auditor General
Claude Denson Pepper Building, Suite G74
111 West Madison Street
Tallahassee, Florida 32399

Dear Ms. Norman:

As always it is a pleasure to work with your audit staff. We are happy to address the preliminary and tentative audit findings reported during our recent FTE audit, Report No. 2023-XXX, for the fiscal year ending June 30, 2021. The following items have been addressed and/or corrective action taken:

Full-Time Equivalent Student Enrollment

- **Findings No. 1 – 10 & 13 – 19:** Internal controls and procedures have been implemented to ensure compliance that will include proper documentation, attendance certification, signatures, teacher certification, required ELL student plans, updated ESE matrices, homebound contact logs or other pertinent information. Additionally, these items will be reviewed for accuracy by the appropriate personnel. Going forward, every effort will be made to follow the requirements set forth in Sections 1011.60, 1011.61, and 1011.62, Florida Statutes; SBE Rules, Chapter 6A-1, FAC; and the FTE General Instructions issued by DOE.

- **Findings No. 11 – 12:** Internal controls and procedures have been implemented to ensure compliance that will include new DOE approved timecards, all necessary signatures, and review and verification of hours worked by the high school OJT teacher to ensure accuracy. In the future, every effort will be made to follow the requirements set forth in Sections 1011.60, 1011.61, and 1011.62, Florida Statutes; SBE Rules, Chapter 6A-1, FAC; and the FTE General Instructions issued by DOE.

Student Transportation

- **Findings No. 1 – 7:** Internal controls and procedures have been implemented to ensure compliance and the accurate reporting of all eligible students, days in term

"Preparing individuals to be lifelong learners, self-sufficient, and responsible citizens of good character"
DISTRICT SCHOOL BOARD MEMBERS
Tiffany McInarnay, District 1 Richard Dean Griffis, District 2 Paula T. Barton, District 3 Charlie M. Burnett, III, District 4 Amanda Hodges, District 5
AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

(DIT), buses in operation, verified student ridership with supporting signed documentation, verification of ESY services, supporting documentation for those students with IEPs for weighted ridership as verified by our ESE department. Going forward, every effort will be made to follow the requirements set forth in Chapter 1006, Part I, E. and Section 1011.68, Florida Statutes; SBE Rules, Chapter 6A-3, FAC; and the FTE General Instructions issued by DOE.

Thank you for the assistance and technical advice your staff gave us during the FTE audit and for pointing out areas where our district can improve. We appreciate the recommendations outlined in the audit and will work to implement these recommendations in the areas needed.

If you have any questions or need further assistance, please contact me.

Sincerely,

Sherrie Raulerson

Sherrie Raulerson
Superintendent of Schools

Baker County Public Schools

Sherrie Raulerson, Superintendent of Schools

270 South Boulevard East, Macclenny, Florida 32063

Telephone: (904) 259-6251 www.bakerk12.org Fax: (904) 259-1387

October 7, 2022

Sherrie Raulerson
Superintendent of Schools
270 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Raulerson,

The purpose of this letter is to request School Board approval of the Adolescent Health Program Sexual Risk Avoidance Grant Real Essentials Curriculum for the 2022-2023 school year.

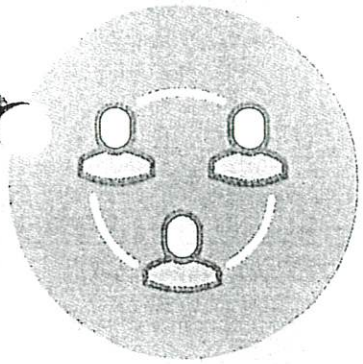
In accordance to Florida Statutes1003.42(3) and 1006.29(2), school districts shall post the entire document on the website homepage along with the process for parent exemption. The curriculum must also be school board approved annually.

Please do not hesitate to contact me at 904.259.0429 if you have any questions in reference to the document.

Sincerely,

Allen Murphy
Executive Director of Teaching and Learning

BCMS SMB



Ice Breakers

Ice Breaker: Ground Rules 3
Worksheet: Ground Rules 5
Ice Breaker: Get Acquainted Bingo 7
Worksheet: Get Acquainted Bingo 9
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Ice Breaker: Concentric Circles 13
Concentric Circles Open-Ended Statements 14
Ice Breaker: The Wright Family 15
The Wright Family Story 16
Ice Breaker: Popcorn 17



Get Acquainted Bingo

OBJECTIVE

To have fun welcoming and acquainting students with one another.

10 min

MATERIALS

- *Worksheet: Get Acquainted Bingo on page 9*
- *Small prize(s) for winners*
- *Flipchart paper and markers*

STEP BY STEP

1. Introduce yourself to your class.
2. Distribute the *Get Acquainted Bingo* worksheet. Announce to the class that this is a contest. The object is to get a Bingo, 4 in a row, either across, up and down, or diagonally.
3. Explain that the only way to fill in a square on the bingo card is to meet someone in the class who truthfully meets that description. Once a match is identified, the student who meets the description signs the box. Students can only sign their name one time on each page and may not sign their own page.
4. Encourage students to circulate and mingle with as many different students as possible. Direct students to shout out, "Bingo"! when they complete a full row.
5. End the game when several have scored a Bingo.
6. Call on the first Bingo winner to share the name signed for each description that made a Bingo. Award the winner a small prize.
7. Call on the second winner to do the same as the first. Repeat this step for all the winners.
8. Ask the class which square was the hardest to get filled in, and allow for discussion. Just for fun, ask someone to name all the Dwarfs!
9. Share a little background information about yourself with the class. Then, ask each student to introduce themselves.

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Get Acquainted Bingo

WORKSHEET

Speaks More Than One Language	Shoe Size Matches Mine	Has Braces	Knows How to Whistle
Collects Something Unique	Is an Only Child	Was Born in Another State	Plays a Sport
Likes the Same Types of Music	Rides the Bus to School	Shares Same Initials	Is Shorter Than I Am
Has a Pet Other Than a Dog or Cat	Can Name All 7 Dwarfs	Plays a Musical Instrument	Has an Allergy

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Rabbit, Pig, Tiger

OBJECTIVE

To have fun while creating a safe classroom climate.



STEP BY STEP

1. Have students get into pairs and stand back-to-back so both partners can see you (the teacher).
2. Demonstrate the hand gestures for the three animal groups, and have students emulate you at the same time.
   - Rabbit – hold both hands up above your head like rabbit ears
   - Pig – put your fist over your nose
   - Tiger – make tiger claws with both hands held shoulder high
3. Ask students to put their hands at their sides.
4. Have each student make a gesture with their hands that represents either a rabbit, pig or tiger on the count of three. Count to three, and make sure all pairs are holding up their hands.
5. Ask students to quickly turn around and face one another while making their hand gestures.
6. Direct all students, whose hand gestures match their partner's, to be seated.
7. Ask those pairs who do not match to turn back to back again.
8. Repeat the exercise, and ask the matching pairs of the second round to be seated. Ask the non-matching pairs to try again.
9. Repeat the exercise a third time. Then, have all students left standing to return to their seats.
10. Ask the class, "What does *Rabbit, Pig, Tiger* have to do with healthy relationships?"
11. Exclaim that the correct answer is, "NOTHING! It just made you laugh, and when you're laughing, you're learning!"

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Concentric Circles

OBJECTIVE

To have fun while creating a safe classroom climate.

10 min

MATERIALS

- *Concentric Circles Open-Ended Statements on page 14*

STEP BY STEP

1. Divide the class into two groups.
2. Ask the first group to get into a circle.
3. Once they have formed a complete circle, ask them to turn 180 degrees, so they are now in a circle but all facing outward.
4. Instruct the second group to form a larger circle around the first group. This should position students face to face all the way around.
5. Ask the inner circle students to answer one of the questions listed on the *Concentric Circles Open-Ended Statements* worksheet. Repeat rotation, highlighting a different question each round.
6. After allowing the inner circle of students to state their answers to the students facing them in the outer circle, ask the outer circle of students to complete the open ended statement with the first honest answer that comes to mind.
7. After both groups have answered the question, ask the outer circle to rotate, in a clock-wise direction, so that each outer circle student is now facing the student that was to the left of the student they previously interacted with. The inner circle stays put.
8. Repeat the procedure, this time using the next open-ended statement. Continue rotations until members of the inner circle have interacted with every student in the outer circle.
9. Arrange the class into a single large circle, and ask for volunteers to share what they learned about their classmates.
10. Ask about and discuss:
    - Spacing—Was it comfortable to be so close?
    - Eye Contact—Did you make it and keep it?
    - Conversational Flow—Was it hard or easy to keep talking?
    - Hygiene—What does hygiene have to do with relationships?

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The Wright Family

OBJECTIVE

To have fun while creating a safe classroom climate.



MATERIALS

- *The Wright Family Story on page 16*
- *Pens*

STEP BY STEP

1. Ask students to stand shoulder to shoulder in a circle holding their pen in their right hand.
2. Say to students, "I'm about to read you a story. When you hear the word 'right,' pass your pen to the right. When you hear the word 'left,' pass your pen to the left."
3. Read *The Wright Family Story* aloud. The students will be passing their pens back and forth throughout the reading.
4. When the story is finished, ask, "Does everyone have their own pen?" They will not.
5. Ask students what would have made the story easier to follow? Responses might include: reading slower, staring at the floor, better concentration and less laughter.
6. Discuss the listening skills it takes to focus on what was being said in this fast moving story.
7. Have students return pens to their rightful owners.

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Popcorn

OBJECTIVE

To have fun while creating a safe classroom climate.

10 min

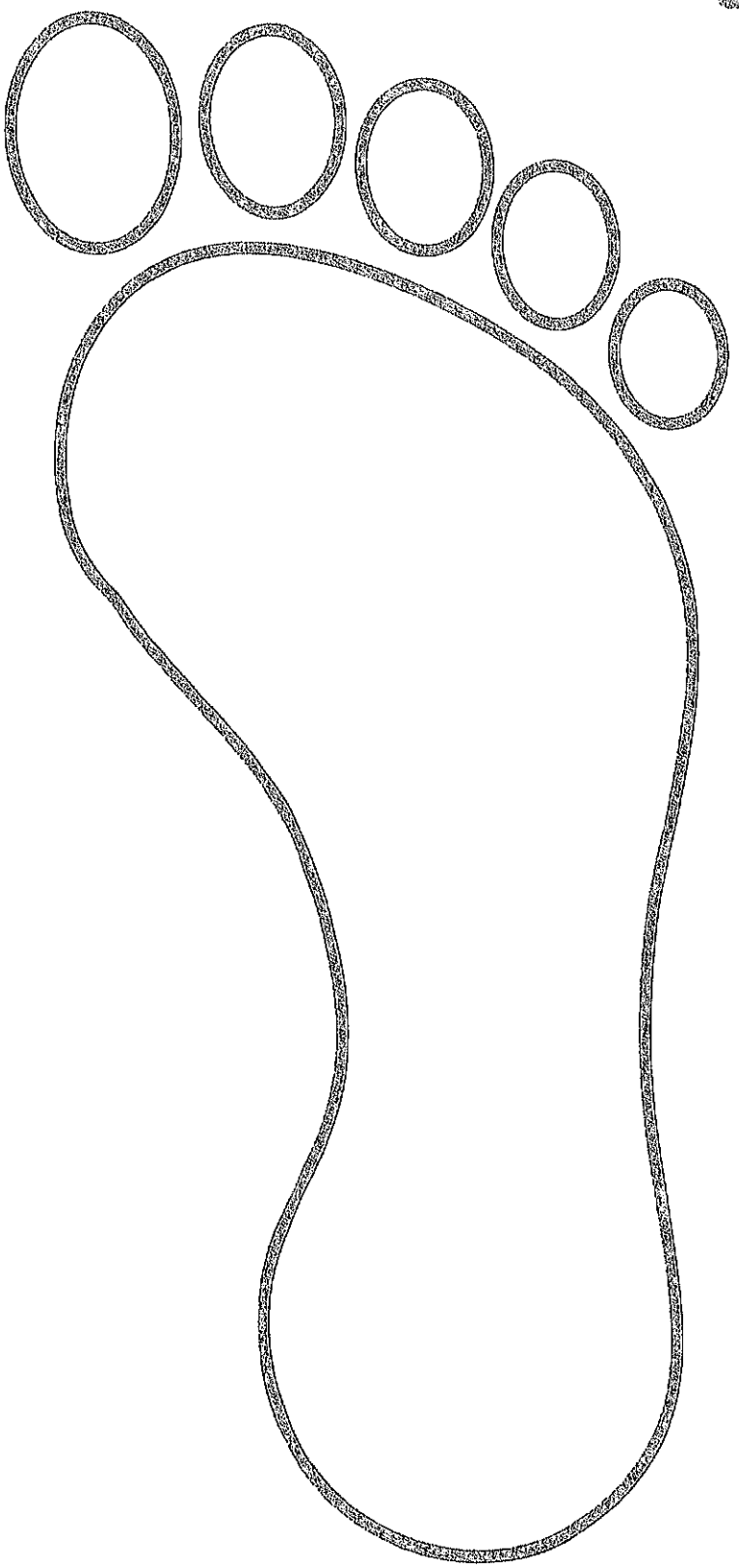
STEP BY STEP

1. Tell students that you are going to make a statement, and if it applies to them, then they should "pop up" out of their seats briefly, and then sit back down quickly before the next statement is read.
2. Use the following statements, one at a time, allowing adequate time between each one for students to "pop" and return to their seat.
   - I have a sister.
   - I have a brother.
   - I share a bedroom.
   - I am a first born.
   - I am a middle child.
   - I am the youngest child.
   - I moved here from another state.
   - I moved here from another country.
   - I like sports.
   - I know what it's like to have a bad hair day.
   - I know how it feels to be excluded.
   - I have been in an awkward situation.
   - I have felt bad about my height at some point in my life.
   - I have had days when I did not want to come to school.
   - I have had pimples.
   - I have been in a very embarrassing situation before.
   - I have forgotten my lunch at least once.
3. Feel free to add some of your own "pop" statements that you believe will apply to many of those in class.
4. When completed with the statements and responses, point out how there were many times when a large number of students were popping over the same statement. Draw attention to the fact that the students all have far more in common than they might think, and that they share many of the same challenges.

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Ground Rules

WORKSHEET



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1 Learning About Yourself and Others

As children become adolescents, they sometimes feel overwhelmed, or nervous, about how to cope with all the change. Having a strong sense of self helps calm fears and enables students to face the transition with confidence. As peers begin to take priority over family, students look to others for messages about who to be and how to act. This unit equips students with activities helping to highlight personal strengths and teaches empathy and compassion for differences in others.

Lesson: Basic Needs of the Heart 21
Worksheet: Basic Needs of the Heart 23
Handout: Human Needs 25
Lesson: Are You Enough? 27
Worksheet: Are You Enough? 29
Lesson: Personality Styles 31
Worksheet: Personality Profile 33
Handout: Personality Characteristics 36
Lesson: Who Am I? 41
Worksheet: Who Am I? 43
Lesson: Asset Assessment 45
Worksheet: Assessing Your Assets (to be completed by student) 47
Handout: Assessing Your Assets Letter 49
Worksheet: Assessing Your Assets (Take Home) 50
Handout: Ideas for Building Assets 51
Lesson: Whole Person Health 59
Worksheet: A Picture of Good Health 63
Sample Answers: A Picture of Good Health 64
Lesson: What's So Special About Me? 65
Worksheet: What's So Special About Me? 67
Lesson: How Do I See Myself? 69
Lesson: Going Viral 71
Worksheet: Going Viral 73
Lesson: Manners Matter 75
Worksheet: Basic Manners 77
Lesson: Emotional Needs 79
Worksheet: Emotional Needs 81



Basic Needs of the Heart

OBJECTIVE

To help students evaluate the condition of their heart.

10 min

MATERIALS

- *Worksheet: Basic Needs of the Heart on page 23*
- *Handout: Human Needs on page 25*

STEP BY STEP

1. Distribute the *Basic Needs of the Heart* worksheet.
2. Explain the "Rate Yourself" scale on the bottom of the worksheet, and have students choose a number that matches their current emotional state.
3. Using a pen or marker, instruct students to draw a line across the number they choose, and color in the space below their line.
4. Identify the gap space between their rating and a rating of "10".
5. Ask students, "What are examples of things you do to try and fill the empty space in your heart?"
6. Ask students, "Are the examples we shared healthy or unhealthy strategies for filling your heart?"
7. Tell students, "It is difficult to love others from a place of emptiness. Try and find healthy ways to fill your heart in order to live in a place of fullness and to have the resources to care for yourself and others."
8. Distribute the *Human Needs* handout, and discuss which needs may be missing. Define the needs that might be abstract, and when possible, connect students with healthy resources to meet them.

MAKE AN IMPACT

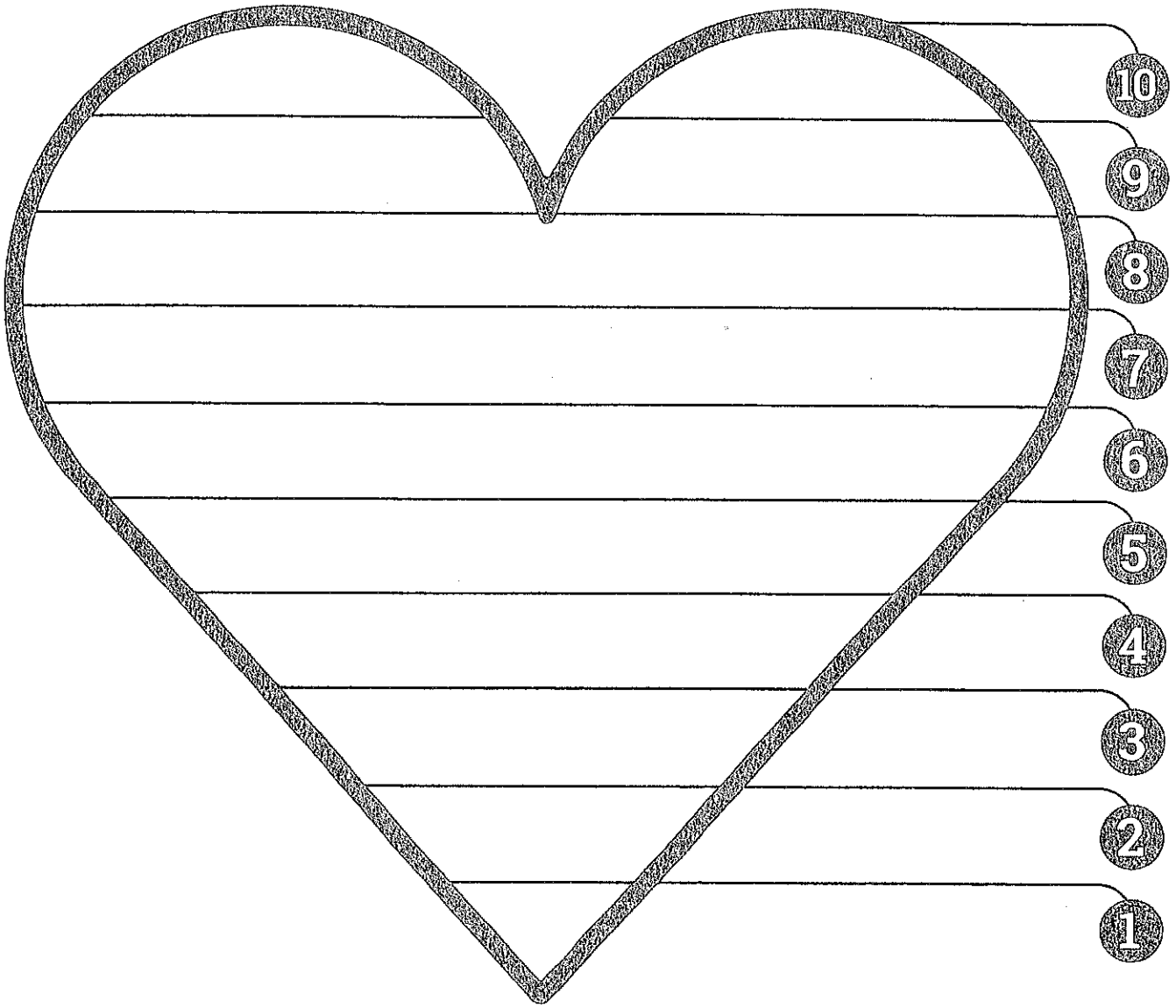
Make multiple copies of the *Basic Needs of the Heart* worksheet to utilize with students at different points throughout the course. Assess if their rating changes as students learn new skills.

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Basic Needs of the Heart

WORKSHEET

Mark how full your heart is on a scale of 0-10.



Rate Yourself: On a scale of 0 - 10, where is your heart?

0 1 2 3 4 5 6 7 8 9 10

Depressed
Unloved
I don't matter
I am scared
I am unacceptable

I am worthy of love
I am making a difference
I belong
I am happy and confident
I am acceptable and capable

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Are You Enough?

WORKSHEET

1. Are you thoughtful enough?
2. Are you smart enough?
3. Are you ambitious enough?
4. Are you tall enough?
5. Are you fit enough?
6. Are you quiet enough?
7. Are you talented enough?
8. Are you attractive enough?
9. Are you outgoing enough?
10. Are you social enough?
11. Are you interesting enough?
12. Are you rich enough?
13. Are you spiritual enough?
14. Are you emotional enough?
15. Are you logical enough?
16. Are you stylish enough?
17. Are you popular enough?
18. Are you funny enough?
19. Are you graceful enough?
20. Are you determined enough?
21. Are you sensitive enough?
22. Are you loyal enough?
23. Are you creative enough?
24. Are you relational enough?
25. Are you enterprising enough?
26. Are you confident enough?
27. Are you strong enough?
28. Are you competitive enough?
29. Are you goal driven enough?
30. Are you verbal enough?
31. Are you friendly enough?
32. Are you adaptable enough?
33. Are you persistent enough?
34. Are you patient enough?
35. Are you kind enough?
36. Are you adventurous enough?
37. Are you brave enough?
38. Are you energetic enough?
39. Are you optimistic enough?
40. Are you analytic enough?

Choose 3 of the questions above. Transform each question to a statement by writing your name and the character description from each question on the blanks below.

1. _____ is _____ enough.
2. _____ is _____ enough.
3. _____ is _____ enough.

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Personality Styles

OBJECTIVE

To help students discover their personality style and appreciate the differences in others.

40 min

MATERIALS

- *Worksheet: Personality Profile on page 33*
- *Handout: Personality Characteristics on page 36*
- *Optional: Pictures or stuffed animals of a Lion, Otter, Golden Retriever and Beaver*

STEP BY STEP

1. Distribute the *Personality Profile* worksheet to each student.
2. Review the *Personality Profile* worksheet instructions with the students and assist them as needed.
3. Ask students to identify their letter category with the highest score. Explain that this is their primary personality type.
4. Have the students get into groups according to their personality letter. (If there is a tie, pick either group for the activity and discussion.)
5. Using the pictures (or stuffed animals) as a visual aid, explain which animal each of the four letters represents:

   L = Lions **O** = Otters **G** = Golden Retrievers **B** = Beavers

6. Using the *Personality Characteristics* handout, read the characteristics of the Lion. Then ask the class, "Based on these qualities, do you think Lions are hard-sided or soft-sided?" Allow the students to guess. Then explain that Lions are hard-sided. They don't let many people into their emotional space.
7. Using the *Personality Characteristics* handout, read the characteristics of the Otter. Then ask the class, "Based on these qualities, do you think Otters are hard-sided or soft-sided?" Allow the students to guess, then explain that Otters are soft-sided. They allow many people into their emotional space.
8. Using the *Personality Characteristics* handout, read the characteristics of the Golden Retriever. Then ask the class, "Based on these qualities, do you think Golden Retrievers are hard-sided or soft-sided?" Allow the students to guess, then explain that Golden Retrievers are soft-sided. They allow many people into their emotional space.

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Personality Profile

WORKSHEET

Answer each question by placing a mark in the box that best describes you. Total your marks on each page.

1. When working with a group, I'm usually the...

Peacemaker	Leader	Organizer	Energy
☐	☐	☐	☐

2. I am...

Adaptable	Bold	Accurate	Enthusiastic
☐	☐	☐	☐

3. I tend to be very...

Thoughtful	Purposeful	Analytical	Spontaneous
☐	☐	☐	☐

4. I like it when...

Everyone is getting along	I'm getting things done	Things are in order	There is a lot of variety
☐	☐	☐	☐

5. My friends think of me as the _____ one.

Tolerant	Competitive	Sensible	Creative
☐	☐	☐	☐

PAGE 1 TOTALS:

G	L	B	O
☐	☐	☐	☐

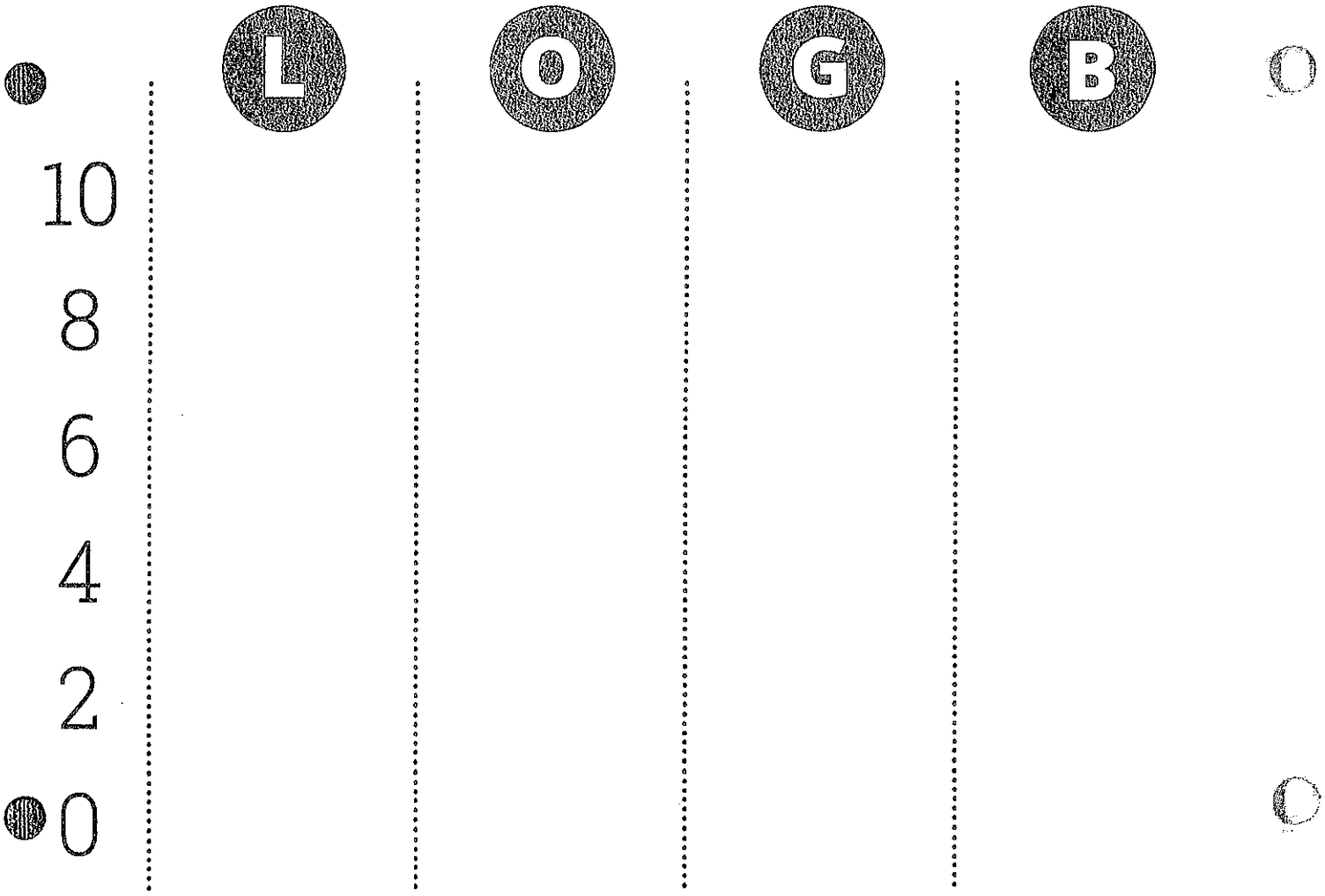
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Personality Profile

WORKSHEET

Write your toals from the previous 2 pages in the the correct boxes.
Then, add your totals from both pages and plot your score in the graph below.

	G	L	B	O
PAGE 1 TOTALS:	☐	☐	☐	☐
PAGE 2 TOTALS:	☐	☐	☐	☐
TOTAL:	☐	☐	☐	☐



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Personality Characteristics

HANDOUT

Otters:

(Soft-Sided)

MOTTO:
"TRUST ME, IT WILL WORK OUT."

- are great at motivating others to action
- tend to avoid confrontation at all costs
- focus on the future
- tend to avoid the fine print
- are tremendous networkers (but won't know anyone's last name)
- are susceptible to peer pressure
- are excitable
- love to talk
- want to be involved in decisions
- are optimistic
- enjoy off-the-wall humor
- can have 25 best friends
- have a strong desire to be liked
- are soft and encouraging with people

OTTERS' KEY PHRASE IS "LIGHTEN UP!"

Relational Challenge for Otters

Otters find it easy to be soft on people. It is also easy for them to be soft on problems. Otters need to learn to say "No" and provide the hard-side balance of healthy boundary setting.

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Personality Characteristics

HANDOUT

Beavers:

(Hard-Sided)

MOTTO:
"LET'S DO IT RIGHT!"

- keep a close watch over emotions
- actually read the instruction manuals and then alphabetically file them
- like to make careful and intentional decisions
- like to use their critical thinking skills to solve problems
- often turn anger inward
- tend to focus on the past
- like maps, charts and organization
- provide great quality control
- have deep feelings for those they love
- have high standards and like rules and consistency
- will slow down under pressure
- need a non-critical atmosphere to do their best work
- need praise of their character as well as of their accomplishments

BEAVERS GO "BY THE BOOK."

Relational Challenge for Beavers

Beavers make wonderful employees, friends and family members, but an out-of-balance Beaver tends to relate only on the hard-side of love and relationships, which puts them at risk for losing at love. Soft-sided traits need to be incorporated into their relationships.

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Who Am I?

OBJECTIVE

To help students discover things about themselves by asking self-discovery questions.

20 min

MATERIALS

- *Name tag stickers with a different famous person written on each*
- *Worksheet: Who Am I? on page 43*

STEP BY STEP

1. When students arrive, stick one of the name tags (see materials) on the back of each student's shirt without letting them see whose name it is.
2. Ask students to choose a partner.
3. Have each student ask their partner a series of "yes" or "no" questions to help them guess the famous name written on their sticker. Some sample questions might include:
   - Is this person still living?
   - Am I an athlete?
   - Am I a musician?
   - Is this person a political figure?
4. After a number of questions are answered, the student will begin to guess the person they think is on their back. Once they guess correctly, the other student begins asking questions. Once both students have correctly guessed the names, they can sit down.
5. When all students are seated again, point out how a series of clues makes it possible to better know who a person is. With that in mind, you are now going to give the students a chance to discover some things about themselves.
6. Distribute the *Who Am I?* worksheet, and ask students to complete.
7. Once completed, ask a few volunteers to share their answers with the rest of the class.
8. Lead an open discussion about what they learned about one another and themselves.

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Who Am I?

WORKSHEET

What do I like to do on the weekends?	**Where do I feel my best?**
What makes me laugh?	**What am I afraid of?**
What gift do I wish for on my next birthday?	**What do I dream about?**
What makes me nervous?	**Where would I like to travel?**
What am I most proud of?	**What is something I see in my future?**

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Asset Assessment

OBJECTIVES



- To help students, and their parent(s)/trusted adult, identify developmental assets.
- To learn that having more assets makes students less likely to get involved in high-risk behaviors.

MATERIALS

- *Worksheet: Assessing Your Assets (to be completed by student) on page 47*
- *Handout: Assessing Your Assets Letter on page 49*
- *Worksheet: Assessing Your Assets (Take Home) on page 50*
- *Handout: Ideas for Building Assets on page 51*

STEP BY STEP

1. Before the class begins, create a take home packet for each student consisting of the following:
   - *Assessing Your Assets Letter* handout
   - *Assessing Your Assets (Take Home)* worksheet
   - *Ideas for Building Assets* handout
2. Distribute the *Assessing Your Assets (to be completed by student)* worksheet to each student.
3. Read each statement aloud, and ask students to think about the ones they believe they possess. Remind students this is not a scorecard, but rather, a baseline to introduce the research behind developmental assets.

MAKE AN IMPACT

Keep both asset worksheets (*Student* and *Take Home*) in the student's portfolio for discussion at a later date. This can be a helpful tool for conferences.

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Assessing Your Assets
(to be completed by student)

WORKSHEET

Every person deserves to have a life supported by these assets.
Use this list to consider which ones you have in your life.

EXTERNAL ASSETS

SUPPORT

- ☐ **1.** I receive love and support from my family.
- ☐ **2.** I can communicate well with my family and I feel comfortable asking advice from my parent(s)/a trusted adult.
- ☐ **3.** I have support from three or more adults other than my parent(s).
- ☐ **4.** I have caring neighbors.
- ☐ **5.** My school has a caring and encouraging environment.
- ☐ **6.** My parent(s)/a trusted adult are actively involved in helping me do well in school.

EMPOWERMENT

- ☐ **7.** I feel the adults in my community value and appreciate me.
- ☐ **8.** I am given useful roles in my community.
- ☐ **9.** I serve in my community one hour or more per week.
- ☐ **10.** I feel safe at home, at school and in my neighborhood.

BOUNDARIES & EXPECTATIONS

- ☐ **11.** My family has clear and consequences, and knows where I go.
- ☐ **12.** My school provides clear rules and consequences.
- ☐ **13.** My neighbors hold me accountable for my behavior.
- ☐ **14.** My parent(s) and other adults in my life model positive, responsible behavior.
- ☐ **15.** My closest friends model positive, responsible behavior.
- ☐ **16.** My parent(s) and teachers encourage me to do well in school and other activities.

CONSTRUCTIVE USE OF TIME

- ☐ **17.** I spend three or more hours per week in lessons (or practicing) music, art, drama or other arts.
- ☐ **18.** I spend three or more hours per week in sports or clubs at school or in my community.
- ☐ **19.** I spend one or more hours each week in religious programs, services or activities.

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Assessing Your Assets
Letter

HANDOUT

Dear Caregiver(s),

Your child is bringing an assessment home that we discussed in class identifying 40 developmental assets. Assets is another word for protective and resiliency factors for your child. The research informs the field of child development that the more assets a child has, the less likely they are to get involved in high-risk behaviors. This research comes from the Search Institute in Minneapolis, Minnesota. (*http://www.search-institute.org/research/developmental-assets*)

Please read the following packet outlining the 40 developmental assets, and circle those you feel are present for your child. After completing this activity, you and your child will have a better understanding of where assets exist and where they can grow. This packet contains practical ideas for growing assets in your family. Use this as a resource and a tool to further nurture and develop assets around your child. This best prepares them for a successful future. Thank you for allowing me to be a part of the community that helps direct positive decision making.

Sincerely,

Your child's REAL Essentials instructor

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Ideas for Building Assets

HANDOUT

SUPPORT

1. Family Support

Family life provides high levels of love and support

- Start family traditions, game nights, outings, meetings
- Give young people space and respect
- Hug them often
- Spend time with them individually
- Create a memory book, photo album or web site for each child
- Send them cards or care packages when they are away from home

2. Positive Family Communication

Parent(s)/trusted adult and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s)/trusted adult

- Have meals together
- Talk about "highs" of the day, then "lows "of the day
- Send emails, texts, call them, write notes, and send them personal letters or cards
- Communicate on family board; write schedules, loving messages, showcase accomplishments, awards, and photos
- Let them know how they can reach you anytime, anywhere
- Take their phone calls even if you are at the office
- Talk regularly about their interests, friends, activities hobbies, gifts and talents and promising future

3. Other Adult Relationships

Child receives support from adults other than parent(s)

- Listen to music together, talk about the songs
- Bake or cook with another adult
- Send cards to one another
- Plant or garden together, volunteer together
- Mentor, build something together

4. Caring Neighborhood

Child experiences caring neighbors.

- Attend or host neighborhood celebrations
- Host informal activities such as neighborhood basketball games or clean-up events
- Create a gathering place
- Organize neighborhood garage sale

5. Caring School Climate

Relationships with teachers and peers provide a caring, encouraging environment.

- Have volunteers greet each student when they arrive at school
- Promote kindness and acts of service
- Have zero tolerance for bullying or mean words
- Have a place where children can go, vent and blow off steam with a trusted adult

6. Involvement in Schooling

Parent(s)/trusted adult are actively involved in helping the child succeed in school.

- Get to know teachers
- Volunteer at school
- Go on field trips
- Be a room parent
- Attend events at school
- Listen to your child about school experiences
- Help with homework
- Attend conferences

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Ideas for Building Assets

HANDOUT

BOUNDARIES & EXPECTATIONS

14. Adult Roles Models

Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.

- Keep adult relationships happy and healthy and free from excess conflict
- Apologize to your children when needed
- Showcase your successes and share your struggles when appropriate
- Role model perseverance and character traits like self control and personal power
- Laugh out loud
- Model creative problem solving
- Handle conflict well
- Don't gossip

15. Positive Peer Influence

Child's closest friends model positive, responsible behavior.

- Encourage children to be involved in team building and groups that share family norms and expectations
- Help them find like minded friendships and groups that share a talent, interest, hobby, passion or values

16. High Expectations

Parent(s)/trusted adult and teachers expect the child to do her or his best at school and in other activities

- Create family norms that expect the best from everyone, including the adults
- Watch movies or read stories about having high expectations and the steps it takes to reach higher

17. Constructive Use of Time

Child participates in music, art, drama, or creative writing two or more times per week.

- Encourage hobbies
- Teach time management skills
- Find creative classes
- Try music lessons
- Involvement in physical activities
- Volunteering
- Limit screen time

18. Child Programs

Child participates two or more times per week in extracurricular school activities or structured community programs.

- Scouts
- Youth groups
- Civic organizations
- After school programs
- Clubs
- Encourage leadership opportunities and participation

19. Religious Community

Child attends religious programs or services one or more times per week.

- Expose children to family spiritual practices and traditions
- Encourage child to talk about spirituality
- Be focused on relationship with a higher power rather than the rules that are handed down through the ages
- Attend services regularly
- Be relevant
- Encourage youth group participation

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Ideas for Building Assets

HANDOUT

POSITIVE VALUES

26. Caring

Tell the child it is important to help other people

- Affirm kindness in your children
- Investigate volunteer opportunities
- Get involved in local charity
- Show compassion to others
- Pay it forward

27. Equality and Social Justice

Tell the child it is important to speak up for equal rights for all people.

- Honor and respect everyone
- Show kindness
- Speak up if you see an injustice
- Talk about similarities in the human experience and with cultures
- Empower, educate, equip and enable those who are oppressed

28. Integrity

Tell the child it is important to stand up for one's beliefs.

- Keep your word
- Defend your personal values
- Teach your child to do the same

29. Honesty

Tell the child it is important to tell the truth.

- Model being honest
- Look at advertising to investigate dishonest claims in product marketing
- Talk about this important character quality
- Watch movies or read stories that highlight honesty
- Thank your child when they are honest

30. Responsibility

Tell the child it is important to accept personal responsibility for behavior.

- Don't make excuses
- Don't rescue your child from all consequences
- Let them learn from their mistakes

31. Healthy Lifestyles

Tell the child it is important to have good health habits and an understanding of healthy sexuality.

- Talk with your child about your family expectations regarding their behavioral choices with drug and alcohol use, smoking, anger management and violence
- Keep sex positive in the context of a lifetime committed monogamous relationship, commonly known as marriage (for optimal health)
- Discuss sex and sexuality early and often
- Give them reasons, skills and support to delay sexual activity
- Take them to weddings if children are invited to attend
- Highlight and showcase healthy relationships and marriages in movies, on TV and even in your neighborhood

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Ideas for Building Assets

HANDOUT

POSITIVE IDENTITY

37. Personal Power

Child feels some influence over things that happen in life.

- Help child succeed. Success breeds success.
- Affirm child often
- Teach relationship skills
- Help them find mastery in something that defines them in their uniqueness such as music, drama, sports, academic achievement

38. Self Esteem

Child likes, and is proud, of who they are.

- Affirm often
- Listen and acknowledge feelings
- Showcase what they can expect as their body changes and grows and that they are normal
- Help them succeed and accomplish so they will be proud of themselves

39. Purpose

Child sometimes thinks about what life means and whether there is a purpose for life.

- Help your child find their passion and purpose by asking questions like:
  - What excites you?
  - What do you dream about? What gives you energy?
  - Empower them to find something they are able to do to make a difference in the world

40. Positive View of Personal Future

Child is optimistic about personal future.

- Affirm that your child will have a bright future
- Study your child and learn what they desire for their future
- Help them design a road map to get to their hopes and dreams
- Let them dream BIG!

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Whole Person Health

OBJECTIVE

To teach students the 6 categories of good health: physical, emotional, intellectual, social, spiritual, and financial.

20 min

MATERIALS

- *Worksheet: A Picture of Good Health on page 63*
- *Sample Answers: A Picture of Good Health on page 64*

STEP BY STEP

1. After passing out the *A Picture of Good Health* worksheet, ask students to define the term "good health." Allow them to express their thoughts.
2. Lead your class to discuss the first category of good health.

   ### Physical Health:

   Write the word *Physical* on the board. Instruct students to write physical on their worksheet by the letter "P". Lead a discussion about examples of good physical health. Examples include: exercise, nutrition, good grooming, avoiding germs, washing hands, getting adequate sleep, or seeing a doctor for a wellness appointment. Ask students to draw something that represents good physical health to them in the next column. (Refer to the *A Picture of Good Health* sample answers).
3. Lead your class in a discussion about the next category of good health.

   ### Intellectual Health:

   Write the word *Intellectual* on the board. Instruct students to write intellectual on their worksheet by the letter "I". Lead a discussion on what intellectual health means to them. Ask them to draw something that represents intellectual health. Examples include: working hard at school, developing strong reading skills, expanding your vocabulary, comprehending math, or experiencing museums and other cultures. To contrast intellectual health, ask the students how it would feel if they were not able to read or write.

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7. Lead the class to a discussion on the final aspect of good health.

   Financial Health:

   Write *Financial* on the board, and have the students write financial by the "F" on the worksheet. How they view money, earn money, spend money, give money, and save money impacts their capacity for a healthy life. Remind students that financial wellness is not about being rich or poor, but instead, financial health is about understanding their current, and future, financial goals and learning some skills to achieve them. Examples include: earning an allowance, giving to charity, or saving for a gift. To contrast financial health, ask students what they would feel like if they mowed someone's lawn, or babysat, and were not paid for their work? What might it be like if everyone's attitude about money was selfish, and no one ever donated to people in need?

8. To wrap up, review the six different categories of health, and ask the class to recite them without looking at their handout.

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A Picture of Good Health

WORKSHEET

	Pictures:	Examples:
P_____		
I_____		
E_____		
S_____		
S_____		
F_____		

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What's So Special About Me?

OBJECTIVE

To help students recognize their unique gifts and character qualities.



MATERIALS

- *Worksheet: What's So Special About Me? on page 67*

STEP BY STEP

1. Distribute the *What's So Special About Me?* worksheet. Ask students to write their first name vertically down the left side of the sheet. When completed, there should be one line for each letter in their name.
2. To demonstrate this exercise, write your name vertically on the board, and list words that describe you which begin with the letters of your name. After sharing your example, ask students to complete the exercise using their own names. If the class needs help, you can encourage them to work with a partner to get ideas.
3. Have students pair up with a partner, and share the words they came up with to describe themselves. Once everyone has had a chance to do so, ask each student to introduce their partner, and describe them using the words written down on the page.
4. Ask students how it felt to be described with positive words.
5. Instruct students to recognize the good in themselves, and in others, as an alternative to judging and labeling people negatively.

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What's So Special About Me?

WORKSHEET

Using each letter of your name as the first letter of the word, write words that describe you, and help identify qualities that make you special.

Example

M ature

A ffirming

R eliable

I nteresting

A ccepting

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How Do I See Myself?

OBJECTIVES



- To help students understand and develop self-awareness and self-perception.
- To teach students to become aware of how other people see them.

MATERIALS

- *Whiteboard or Flipchart*

STEP BY STEP

1. Ask students to think about who they think they are, and then have them come up with a social media user name that represents themselves. Have students volunteer to write their user name on the whiteboard or flipchart. Some examples might include Sk8terChik, SnoLuver, ActNkid, Dr2B, IMARockr, or CraZ4Sports.
2. Once they are written on the board, encourage students to review the various user names, and discuss what they think they mean and who they believe they apply to.
3. After guesses are made about a given name, ask the student who came up with it, to explain the reasoning behind why they chose that name and the meaning behind it.
4. Lead a class discussion about perceptions, using the following questions as a starting place:
   - How do you see yourself?
   - Who are people that have helped shape the way you see yourself?
   - How do you want other people to see you?
   - Are you currently perceived by others the way you want to be? Why or why not?



EDUCATOR NOTE

If your class has not spent much time together, you may choose to save this activity for later in the unit.

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Going Viral

OBJECTIVE

To help students become aware of how they represent themselves on social media.



MATERIALS

- *Worksheet: Going Viral on page 73*
- *Scissors*
- *School glue*
- *Magazines*

STEP BY STEP

1. Distribute the *Going Viral* worksheet to each student.
2. Instruct students to cut and paste pictures, and words, on the back of the worksheet that represent who they think they are and how they want the world to see them.
3. If time permits, ask some students to share their work with the class.
4. Discuss ways that social media can be helpful.
5. Brainstorm a list of ways that social media can be hurtful.
6. Remind students to commit to using social media for good and not harm.

EDUCATOR NOTE

Remember to tell students that social media shares a one dimensional view of communication and relationships. Often the social media lens is not a full, or accurate, life picture.

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Going Viral

WORKSHEET

Social media is a popular platform for giving your friends and family a window into your world. Use the back of this page to create your own social media profile.

As you begin the creative process, consider the following questions:

- What pictures of the recent events in your life will you post?
- What are your favorite quotes, movies, books, sports, foods, (or other)?
- Who will you highlight on your page?
- What graphics will you chose as a background?
- What information should be left off for safety's sake?

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Manners Matter

OBJECTIVES



- To help students recognize the value, and importance, of manners.
- To teach students the role manners play in relationships.

MATERIALS

- *Worksheet: Basic Manners on page 77*
- Whiteboard or Flipchart paper

STEP BY STEP

1. Draw a T-chart on a flipchart or white board, and write *Being Rude* on the left-hand side and *Using Manners* on the right-hand side.
2. Ask students to share examples of *Being Rude*, and write their responses on the chart. Repeat this step, contrasting *Being Rude* with *Using Manners.*
3. After gathering examples on both sides, divide the students into two groups. Once in groups, ask each student to find a partner.
4. Instruct partners in one group to brainstorm and list things that people might say about someone who models the behaviors listed on the *Being Rude* side of the chart.
5. Assign the same task to the second group, but have this group brainstorm and write down things that people might say about someone who models the behaviors listed on the *Using Manners* side of the chart.
6. After students have had time to complete this exercise, ask students from both sides to share some of their answers with the class.
7. Explain that good manners are an indicator of someone's character, and that they communicate to others what type of person you are.
8. Distribute the *Basic Manners* worksheet, and allow time for the students to complete.

MAKE AN IMPACT

Gather ideas that students share from their worksheets on a chart, and display it in your classroom. As you observe students practicing basic manners, take note, and affirm students with a simple reward.

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Basic Manners

WORKSHEET

Read the list of manners below, and add 5 of your own.

1. Wait your turn to speak. Do not interrupt others when they are talking.
2. Do not call people names.
3. Always greet someone when they come to your home or you go to their home.
4. Say "Please" and "Thank you."
5. Clean up after yourself.
6. Always demonstrate good sportsmanship.
7. Take compliments courteously.
8. Open doors for others.
9. Let others go first when exiting and entering elevators.
10. Respect differences.
11. _____
12. _____
13. _____
14. _____
15. _____

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Emotional Needs

OBJECTIVE

To help students discover, understand, and articulate their emotional needs.



MATERIALS

- *Worksheet: Emotional Needs on page 81*

STEP BY STEP

1. Distribute the *Emotional Needs* worksheet.
2. Read the definition of each emotional need.
3. Instruct students to check the boxes of their top 5 emotional needs.
4. Have students prioritize their top 5 emotional needs, and write them on the worksheet.
5. Ask students to volunteer to explain why they chose the emotional needs that they did.
6. Facilitate a discussion about the importance of identifying your emotional needs.

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Emotional Needs

WORKSHEET

Check the boxes that indicate your top 5 emotional needs.

- ☐ Trust
- ☐ Caring
- ☐ Acceptance
- ☐ Understanding
- ☐ Respect
- ☐ Appreciation
- ☐ Devotion
- ☐ Admiration
- ☐ Validation
- ☐ Reassurance
- ☐ Approval
- ☐ Encouragement

DEFINITIONS

Trust: A firm belief in the reliability, truth, ability, or strength of someone.
Caring: Displaying kindness and concern.
Acceptance: Agreement with or belief in an idea or opinion.
Understanding: Sympathetically aware of other people's feelings; tolerant and forgiving.
Respect: A feeling of deep admiration for someone.
Appreciation: The recognition and enjoyment of the good qualities of someone.
Devotion: Love, loyalty, or enthusiasm for someone.
Admiration: Respect and warm approval.
Validation: To demonstrate or support the truth or value of a person's ideas.
Reassurance: To remove someone's doubts or fears.
Approval: Agreeing to something as correct.
Encouragement: Giving someone support, confidence, or hope.

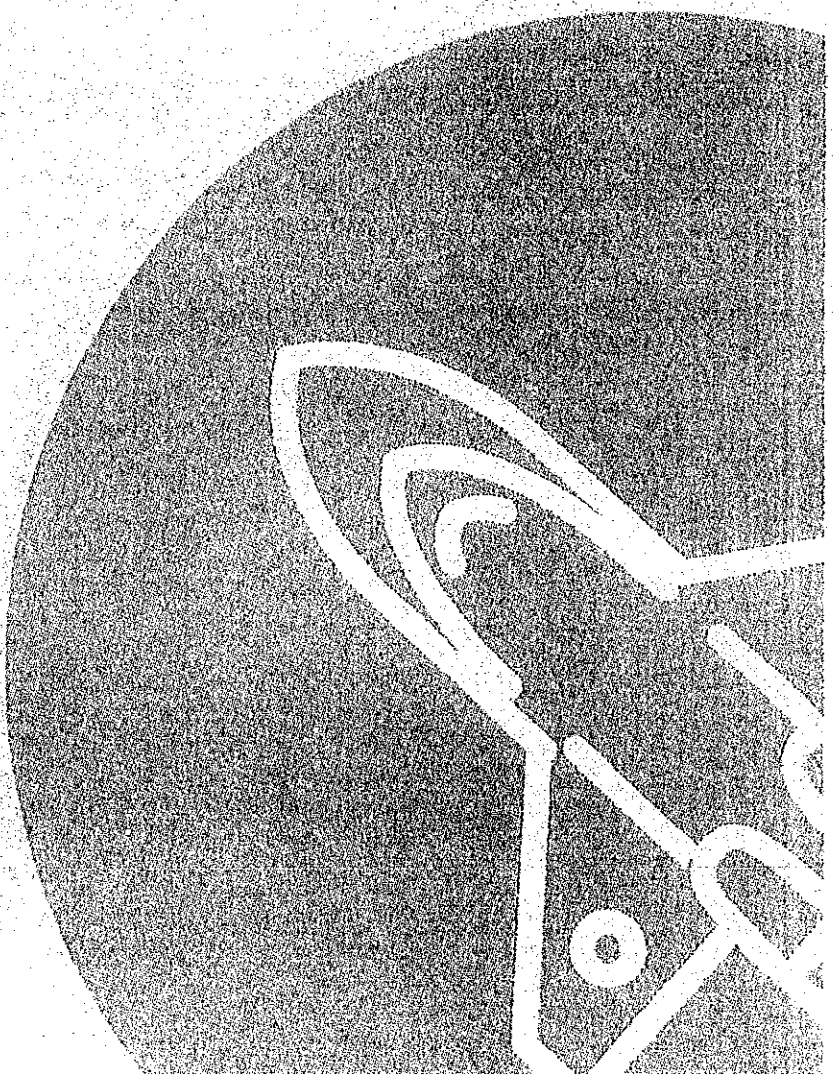
Prioritize your top 5 emotional needs below:

1. _____
2. _____
3. _____
4. _____
5. _____

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2 Healthy Friendships

Finding the right friend group weighs heavily on students in their latter elementary years and as they attend middle school. In this life-stage, friends strongly influence attitudes, behaviors, and emotions. Friendship is a positive social experience; however, friend groups are often a source of hurt and frustration. This unit outlines skills for not only developing healthy friendships, but also for learning how to be a good friend to others.



Lesson: True Friendship 85
Worksheet: Real Friendship 87
Worksheet: Caring for a Friendship 89
Lesson: Friendships and Boundary Setting 91
Handout: Setting Limits 93
Lesson: Essentials of Friendship 95
Worksheet: Essentials of Friendship Analysis Tool 97
Lesson: Passport to Fun 99
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Lesson: Toxic Friendships 107
Handout: Toxic Friends Defined 109
Worksheet: Class Responses to Toxic Friends 110
Worksheet: Toxic Friends Review 111
Lesson: How Do You Feel Loved? 113
Worksheet: How Do You Feel Loved? 115
Lesson: Healthy Relationships 117
Handout: Characteristics of a Healthy Relationship 119

Real Friendship

WORKSHEET

Friendship Defined

An in-depth relationship combining trust, support, communication, loyalty, understanding, empathy and intimacy

Here are a few examples of what a true friend looks like:

They are real with each other
True friends do not feel pressure to "fake it", or wear masks, when they are together. They are not afraid to be silly. They do not wear clothes or say things to try and impress each other. They enjoy, and feel comfortable with, being themselves.

They listen to each other
Good friends pay attention to what other people are saying and do not always steal the spotlight to talk about themselves. They express interest in your thoughts and ideas, and they value your opinion.

They are loyal and trustworthy
Real friends stick with you, even when things are hard. They do not talk about you behind your back, and they can be trusted with your secrets.

They have similar values
Great friends enjoy similar interests and value things that you like. Because of this, true friends do things together that both people consider fun. They do not pressure you to try things that you are not comfortable doing.

What Qualities Do You Want in a Friend?

(Rank in order of importance)

- ☐ Good grades
- ☐ Popularity
- ☐ Honesty
- ☐ Integrity
- ☐ Sense of humor
- ☐ Loyalty
- ☐ Fun-loving
- ☐ Plays sports
- ☐ Same interests
- ☐ Living nearby
- ☐ Easy to talk to
- ☐ Creativity
- ☐ Kindness and compassion
- ☐ Common backgrounds
- ☐ Common beliefs

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Caring for a Friendship

WORKSHEET

- Talk often
- Share deeply
- Listen well
- Call on the phone
- Text message
- E-mail
- Leave messages
- Send an occasional card
- Do things together
- Study together
- Eat together
- Respect your friend's point of view
- Offer compassion and understanding
- Support and praise your friends
- Don't betray their trust
- Desire for them to be successful
- Be flexible
- Work out conflicts

Describe what would happen if you had a conflict with a friend:

Reminder
Care for your friends the way you want them to care for you.

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Friendships and Boundary Setting

OBJECTIVES

- To help students be able to articulate the benefits of setting boundaries.
- To reveal that sometimes friendships must end.
- To encourage students to become more assertive when setting boundaries.

up to 10 min

MATERIALS

- *Handout: Setting Limits on page 93*

STEP BY STEP

1. Explain the following: "Sometimes students find themselves caught up in others' issues and then feel confused about how and when to help. How much is enough? How much is too much? What about all the drama? All relationships need limits. Limit setting means that you know when to say, 'No.' Long-term feelings of resentment, anger, manipulation, and disregard, are all good indicators that limits need to be put into place."
2. Distribute the *Setting Limits* handout. Ask students to read through it, and then discuss the individual points, encouraging interaction from students on each point.

MAKE AN IMPACT

Introduce the concept of consent by sharing with the student, "Sometimes limits and boundaries include getting permission from friends and/or adults about things that impact your personal space. A formal word for this permission is called "Consent". If time permits, show the Consent video available for download on powerpoint slides on the Customer Resource Page.

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Setting Limits

HANDOUT

Be okay with setting limits

Sometimes in our relationships with our family or friends, we will be forced to set boundaries. You are in control of how long you choose to tolerate certain actions or behaviors in your relationships.

Identify why you need limits

In order to stand behind the limits that you define, you need to understand why you feel strongly about a particular behavior or action. If you would like to help this person, figure out how you can help without taking on the entire problem.

Clearly define limits

It is important, when setting a limit, that it is defined and understood. Encourage questions if clarification is needed.

Stick to your limits

You are never responsible for the actions of another person. You are only in control of yourself, so it is up to you to set your limits and then stand by them.

Setting limits can be difficult because they can be mistaken for rejection. Supporting a person, but not their destructive behaviors or actions, is powerful and effective.

Setting limits is often stressful, and it has the potential to be painful. It can give you an intimidating sense of loneliness. Don't forget! You are NOT alone, even when it may feel like it. It is normal that any type of loss might bring feelings of anxiety, stress, emptiness, guilt and even anger. Keep in mind, it doesn't mean you have deserted or quit caring for your friend or family member. It does, however, mean you are choosing to express that care in a different manner.

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Essentials of Friendship

OBJECTIVE

To teach students the 10 essentials of friendship so they can determine if their friendships are healthy, or unhealthy.

20 min

MATERIALS

- *Worksheet: Essentials of Friendship Analysis Tool on page 97*

STEP BY STEP

1. Ask students to call out what they believe are qualities of a good friend.
2. As they are shouting out answers, write them down on the board.
3. When the list is fairly developed, discuss their answers, emphasizing the importance of having healthy relationships.
4. Talk about the dangers, hurts, and disappointments of believing a person is a good friend to you and then discovering they are not.
5. Distribute a copy of the *Essentials of Friendship Analysis Tool* worksheet.
6. Talk about each of the 10 *Friendship Essentials*. Give examples for each.
7. Ask students to complete the worksheet about themselves to discover if they possess the qualities of a good friend.
8. Encourage students to intentionally look for these 10 *Friendship Essentials* in others as they make new friends in the future.

CONNECT AT HOME

Distribute more blank copies of the *Essentials of Friendship Analysis Tool* worksheet for use as homework, and have the students fill one out for each of their friends privately at home.

Ask them to honor their friends by not sharing information with anyone except their parent(s)/trusted adult.

Have students ask their parent(s)/trusted adult to complete a worksheet for some of the same friends. Compare answers, and discuss.

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Essentials of Friendship Analysis Tool

WORKSHEET

Use this worksheet to evaluate each of your friendships. Check the boxes of the qualities that are present in each relationship.

Friendship Essentials

- Meaningful and fun conversation ☐
- Quality time together ☐
- Trust ☐
- Reliability ☐
- Positive shared experiences ☐
- Shared values and boundaries ☐
- Emotional safety and respect ☐
- Support ☐
- High mutual expectations ☐
- Shared responsibilities in the relationship ☐

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Passport to Fun

OBJECTIVES

20 min

- To help students understand the role friends play in their lives.
- To teach students creative ways to develop healthy, and safe, activities that nurture their friendships.

MATERIALS

- *Worksheet: My Passport Cover on page 101*
- *Worksheet: Passport to Fun Pages on page 102*
- *Stamps/Stickers*
- *Handout: Passport to Fun (Take Home) on page 105*
- *Scissors*
- *Stapler*

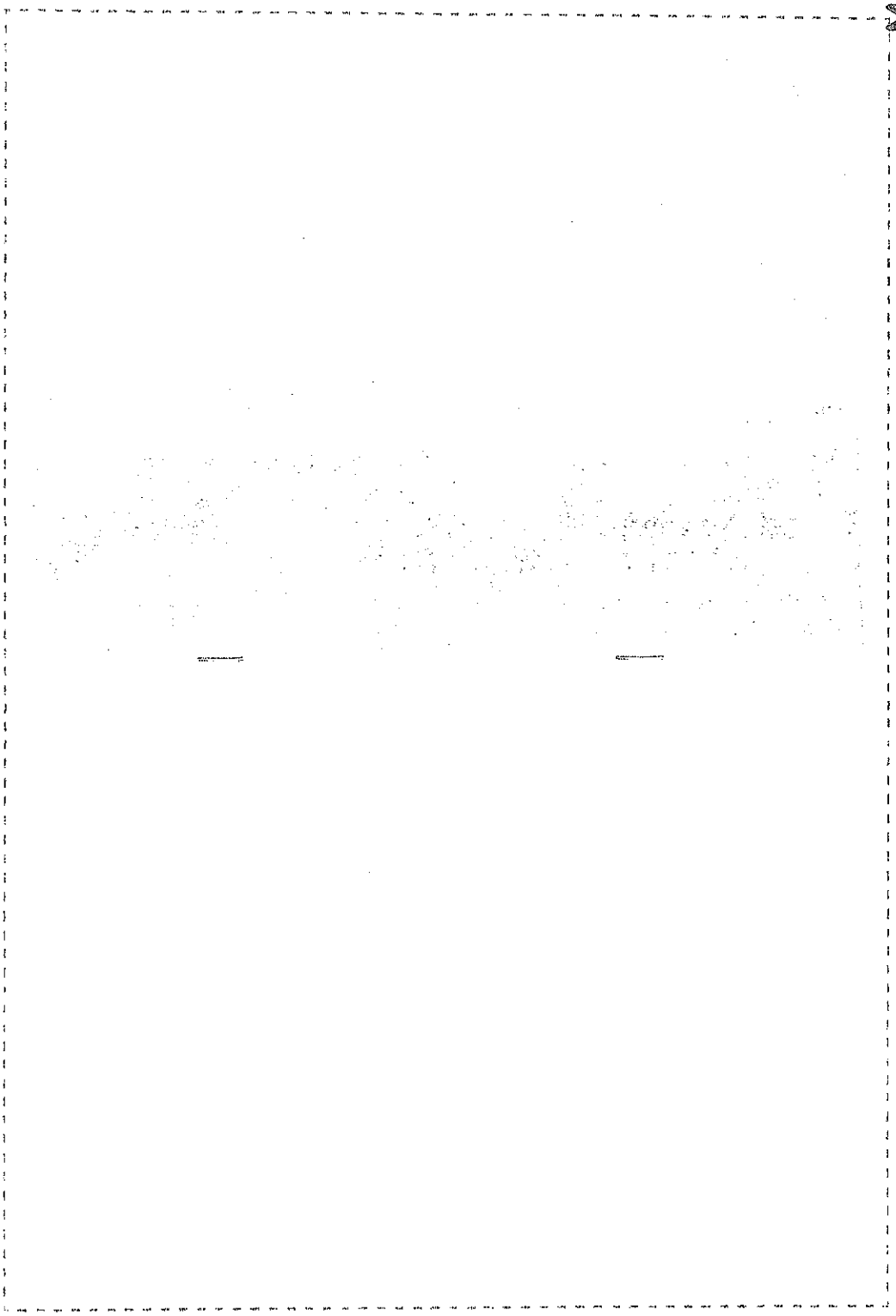
STEP BY STEP

1. Before class, copy and print a *My Passport Cover* worksheet for each student. Additionally, print 2 copies of the *Passport to Fun Pages* worksheet for each student.
2. Distribute the materials from Step 1. Instruct students to cut out their *My Passport Cover*, and their *Passport to Fun Pages*, fold them in half, and staple the left edge to make a pretend passport booklet.
3. Read the following instructions, "Your friends are bored, so they decide to hire you as their event planner. Your job is to come up with a passport of fun for your friends."
4. Provide time for students to decorate their passport covers.
5. Next, ask students to find a partner, and brainstorm fun, creative things to do when they feel bored.
6. Instruct students to write the ideas they came up with in the front section of their *Passport to Fun Pages*. After a few ideas are captured in their passport booklet, tell them to switch partners, and repeat step 5.
7. When each student has 8-10 ideas written in their *Passport to Fun* booklet, tell them to return to their desks.
8. Ask students to walk around the room and share the fun activities they brainstormed on their lists with their partners. When students hear a fun idea from others that they would like to try, have them write that idea on the pages of their passport.
9. Distribute 3 stamps/stickers to each student.

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My Passport Cover

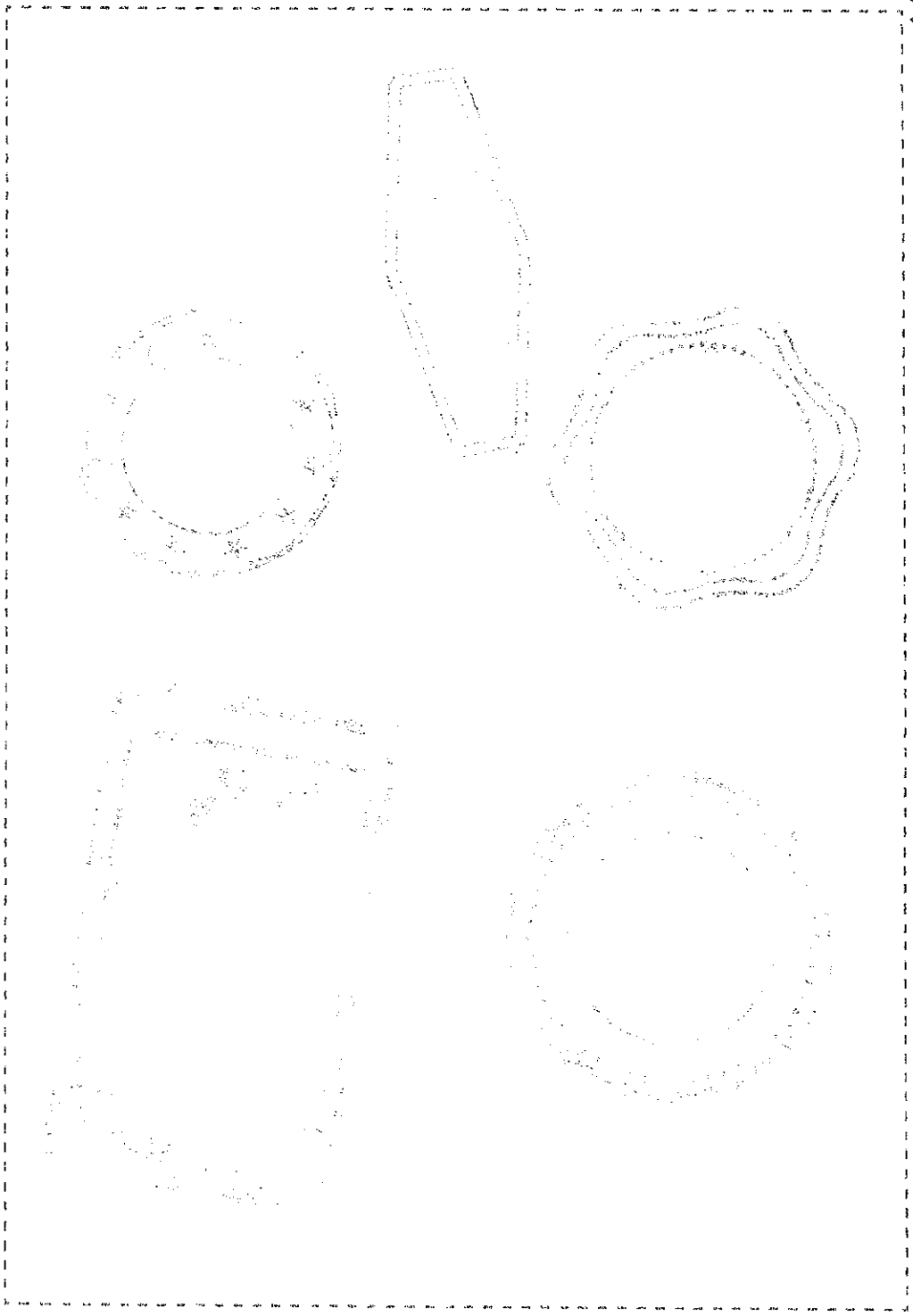
WORKSHEET



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Passport to Fun Pages

WORKSHEET



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Passport to Fun
(Take Home)

Take time to discuss the following information about friendship with your children.

FACTS About Friendship

- Friends provide fun and excitement through companionship and recreation.
- Friendship provides opportunities to develop conflict resolution skills.
- Friends give advice and talk through issues and problems together.
- Friends can provide loyalty and support.
- Friendship provides stability during times of stress or transition.

Take Action

Your children's friends will have a major impact on the way they think and act. Encourage your children to choose their friends wisely, and be cautious around those who do not share your family's values and goals.

Develop relationships with your child's friends by inviting them to dinner or to join you in an activity where you can get to know them better.

Ask your child to share their Passport to Fun, and pick a few of the activities to try as a family.

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Toxic Friendships

OBJECTIVE

To teach students to identify the warning signs of toxic friendships.



MATERIALS

- *Handout: Toxic Friends Defined on page 109*
- *Worksheet: Class Responses to Toxic Friends on page 110*
- *Worksheet: Toxic Friends Review on page 111*

STEP BY STEP

1. Begin by explaining that developing friendships is fun and rewarding, but can also potentially be harmful.
2. Distribute the *Toxic Friends Defined* handout, and present an overview of each type of toxic friend.
3. Divide the class into five groups.
4. Ask each group to come up with a role-play scenario for two types of toxic friendships. Make sure each group is assigned different toxic friend, so that the five groups cover all 10 types.
5. Have the first group present their role-plays, and then lead a discussion on them both, brainstorming ideal responses to the role-play situation.
6. Ask students to complete the *Class Responses to Toxic Friends* worksheet, filling in the ideal response to each toxic friend, based on your class discussion.
7. Repeat with the next group, and continue until all types of toxic friends have been presented and discussed.
8. Then, ask students to role-play what they believe would be the best response.
9. Challenge students to think about the type of friend they think they are as they complete the *Toxic Friends Review* worksheet.

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Toxic Friends Defined

HANDOUT

The User	This person only wants you as a friend because of what you can do for them.
The Betrayer	This person tells others what you told them in confidence.
The Controller	This person is very bossy and will not take "no" for an answer.
The Judger	This person is critical and hurts your feelings.
The Promise Breaker	This person rarely does what they said they will do. These are people who cannot be depended upon.
The Gossiper	This person shares everything you tell them with someone else.
The Self-Centered	This person only thinks about them self and is too busy for other people.
The Competitor	This person likes to "one up" others and wants to compete all the time.
The Leaner	This person is very needy and is always asking for help. They usually want all of your time, and can show signs of jealousy.
The Manipulator	This person knows how to get you to do what you ordinarily would not do.

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Toxic Friends Review

WORKSHEET

The friends you spend time with can make you a better person. Friends come in all different shapes and sizes, and can serve different purposes in your life. Reflect on your friendships, and determine which friends are making you the best YOU possible.

Think of about one of your friends...

Am I able to be myself with this person? ..... ◯ Yes ◯ No

Do I feel accepted by them? ..... ◯ Yes ◯ No

This person doesn't talk about me behind my back? ..... ◯ Yes ◯ No

Does our relationship provide an even give-and-take exchange of energy? ..... ◯ Yes ◯ No

When around this person, do I feel upbeat and energized rather than depleted and drained? ..... ◯ Yes ◯ No

Does this person share my values? ..... ◯ Yes ◯ No

Does this person share my level of integrity? ..... ◯ Yes ◯ No

Is this person committed to our relationship? ..... ◯ Yes ◯ No

Can this person celebrate my success? ..... ◯ Yes ◯ No

Do I feel good about myself when I'm with this person? ..... ◯ Yes ◯ No

Source: Take Time for Your Life by Cheryl Richardson

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How Do You Feel Loved?

OBJECTIVES

- To help students discover their primary and secondary love languages.
- To help them understand how someone gives and receives love.

30 min

MATERIALS

- *Worksheet: How Do You Feel Loved? on page 115*
- *Love Tank Shirt*
- *Small Balloons*
- *Markers (blunt tipped for writing on balloons)*

STEP BY STEP

1. Explain to students that we naturally tend to give love and affection the same way we like to receive it (which is not necessarily the way the person we are giving our love and affection to likes to receive it). This is called your *Love Language*.
2. Distribute the *How Do You Feel Loved?* worksheet. Ask the students to darken the circles that make them feel loved.
3. Once completed, have students add up the number of darkened circles in each category.
4. The category with the most dark circles is probably the student's primary *Love Language*. The category with the second most darkened circles is probably their secondary *Love Language*.
5. Once the students discover their *Love Languages*, distribute balloons, and have the students blow them up. When they are done, ask for a volunteer to come to the front of the room and share their primary *Love Language*.
6. Have the volunteer put on the *Love Tank Shirt*. Then, ask the group to write examples of ways to communicate love to that person (based on their primary *Love Language*) on their balloons.
7. Once students have finished writing examples on the balloons, collect them. Read each example from the balloons, and stuff them into the volunteer's *Love Tank Shirt*. This lesson visually illustrates how people can live life with a full love tank.

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How Do You Feel Loved?

WORKSHEET

There are 5 categories of giving and receiving love. To figure out your primary love language, fill in the circle next to each description that applies to you in each category listed below. The category with the most dark circles is probably your primary love language. The category with the second most dark circles is probably your secondary one. The value of knowing how you feel loved is that you can express that to people, enabling them to express love in a more meaningful way to you.

WORDS OF AFFIRMATION

- ○ I feel loved most when someone compliments me.
- ○ I feel loved most when someone notices the little things they like about me.
- ○ I feel loved most when someone makes me feel good about myself.
- ○ I feel loved most when someone expresses their feelings toward me.
- ○ I feel loved most when someone says nice things about me in front of others.
- ○ I feel loved most when someone encourages me verbally.

QUALITY TIME

- ○ I feel loved most when someone spends time with me.
- ○ I feel loved most when someone focuses their full attention on me.
- ○ I feel loved most when someone does things that I want to do.
- ○ I feel loved most when someone is with me.
- ○ I feel loved most when someone wants to take me to lunch.
- ○ I feel loved most when someone sits and listens to me.

Continued on next page

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Healthy Relationships

OBJECTIVE

To teach students the characteristics of healthy relationships.

10 min

MATERIALS

- *Handout: Characteristics of a Healthy Relationship on page 119*

STEP BY STEP

1. Ask students to brainstorm what they consider to be characteristics of healthy relationships. Write their answers on the board.
2. Ask students to talk about why they chose those particular characteristics.
3. Referring to the *Characteristics of a Healthy Relationship* handout, talk through each of the eight points of a healthy relationship. Look to see if they align with the ideas from the brainstorm session.
4. Ask students to brainstorm the skills they would need to develop, or possess, in order to achieve a relationship that demonstrates all eight characteristics.
5. Write down the skills they articulate on the board.
6. Ask students if they think they already have all the skills necessary to have a healthy relationship? Which ones are most lacking? How might those skills be acquired?

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Characteristics of a Healthy Relationship

HANDOUT

1. You like to spend time together.
2. You care about what the other person enjoys learning and doing.
3. You feel safe to be yourselves.
4. When you fight, you can talk about how you feel.
5. You are willing to say, "I'm sorry".
6. Both of you are flexible to changes.
7. You have similar ideas about what is important in life.
8. You are honest with each other.

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3 Cultural Influences

Messages permeate the pre-adolescent experience from every angle. Peers, advertisements, television programs, and social media platforms leave impressions that young people are left to digest and navigate on their own. This unit prepares students to think critically about the messages and influences around them and allows opportunities to establish healthy boundaries for staying safe.



Lesson: Internet and Texting 123
Worksheet: In the Know 125
Answer Key: In the Know 126
Handout: What Did You Say? 127
Handout: RU Safe? 128
Lesson: "Shark Attack" Internet Safety 129
Handout: Social Media (Students) 131
Handout: Social Media (Take Home) 132
Lesson: Easier Said Than Done 133
Lesson: The Media's Influence 135
Worksheet: The Media's Influence on Me 137
Lesson: Paper Bag Hot Potato 139
Worksheet: Decisions I Make 141
Lesson: Obstacles to Success: Fact or Fiction? 143
Worksheet: Drugs and Alcohol: Fact or Fiction 145
Answer Key: Drugs and Alcohol: Fact or Fiction 146
Lesson: A Distorted View 147

In the Know

WORKSHEET

Fill in the meaning of the abbreviations below:

AFAIK = _____
AFK = _____
ASAP= _____
B/C = _____
B4 = _____
B4N = _____
BBL = _____
BBS = _____
BF = _____
BFF = _____
BRB = _____
BTW = _____
CUL = _____
CYA = _____
EG = _____
F2F = _____
FAQ = _____
FC = _____
FTBOMH = _____
FWIW = _____
FYI = _____
GAL = _____
GN = _____
GFN = _____
GMTA = _____
GTG = _____
GTSY = _____
HAK = _____
IB = _____

IC = _____
IDK = _____
ILU = _____
IM = _____
IMHO = _____
IOW = _____
IWALU = _____
J/K = _____
JMO = _____
JTLYK = _____
KIT = _____
KOC = _____
L8R = _____
L8RG8R = _____
LDR = _____
LHO = _____
LTNS = _____
LTS = _____
LUWAMH = _____
LY = _____
MIA = _____
MSG = _____
MTF = _____
NP = _____
NRN = _____
OIC = _____
OMG = _____
OTOH = _____
OTTOM = _____

PAL = _____
PDA = _____
PM = _____
PMP = _____
QT = _____
ROTFL = _____
RU = _____
SO = _____
SUP = _____
SWL = _____
SWT = _____
SYS = _____
TA = _____
TCOY = _____
TGIF = _____
THX = _____
TNT = _____
TOY = _____
TTFN = _____
TTYL = _____
TXT = _____
TXTME = _____
WB = _____
WTG = _____
WTGP = _____
WTH = _____
WU = _____
YOLO = _____
YW = _____

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What Did You Say?

HANDOUT

Think about the following questions:

1. How much time do you spend talking versus texting?
2. What is your best friend's favorite thing to do?
3. How many times do you text your friends each day?
4. How late do you stay up texting your friends?
5. When you aren't texting your friends, is it difficult to talk to each other face-to-face?
6. Do you ever text your friends while sitting next to them?
7. Does your best friend know what you want to be when you grow up?
8. Does your best friend know your favorite food?
9. Does your best friend say things online that hurt your feelings?
10. Did you tell your friends the last time they hurt your feelings?

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"Shark Attack" Internet Safety

OBJECTIVES



- To educate and inform students about some of the dangers on the Internet.
- To teach skills and give tools that will help navigate the Internet safely.



MATERIALS

- *Shark Attack activity cards from the Customer Resource Page*
- *Six-sided die*
- *Handout: Social Media (Students) on page 131*
- *Handout: Social Media (Take Home) on page 132*

STEP BY STEP

1. Print the *Shark Attack* activity cards from the Customer Resource Page.
2. Distribute the cards to the students.
3. Ask the 5 students who receive the *surfer* cards to go to the front of the classroom.
4. Direct the remaining students to stay in their seats.
5. Explain to the *surfers* that the goal is to be the first "*Internet Surfer*" to make it to the other side of the classroom without getting attacked by a *shark*.
6. Have each student roll the six-sided die to determine the number of steps they can take towards the back of the room.
7. After each roll, the *surfer* chooses a student who is seated to read a scenario about an Internet situation.
8. After the card is read, the *surfer* will have to determine if it is a *SAFETY NET* or a *SHARK*. If the student guesses correctly, that person stays in place to roll again on the next turn. If the guess is incorrect, the student must take 5 steps backwards.
9. The first student to make it to the back of the classroom first wins.

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Social Media
(Students)

HANDOUT

5 THINGS TO THINK ABOUT BEFORE PRESSING "SEND"

1. **Don't assume anything you send or post is going to remain private** Your messages, pictures and videos can be shared with many people without your permission or knowledge, potentially leading to embarrassment, hurt feelings and even legal consequences.
2. **There is no changing your mind online – anything you send or post will never truly go away** Potential employers, college recruiters, teachers, coaches, parents, friends, enemies, strangers and others are able to find your past posts, even after you delete them. It is nearly impossible to control what other people are posting about you. Even if you have second thoughts and delete an inappropriate post, there is no telling who has already copied and posted it elsewhere.
3. **Don't give in to the pressure to do something that makes you uncomfortable** More than 40% of teens and young adults say "pressure from guys" is a reason girls and women send and post inappropriate messages and images. More than 20% of teens and young adults say "pressure from friends" is a reason guys send and post inappropriate messages and images.
4. **Consider the recipient's reaction. Just because a message is meant to be fun doesn't mean the person who gets it will see it that way** 4 in 10 teen girls who have sent inappropriate content did so as "a joke" but many boys (29%) agree that girls who send such content are "expected to date or hook up in real life." It's easier to be more outgoing online, but what you write, post, and send contributes to the real-life impressions you are making.
5. **Nothing is truly anonymous** Nearly one in five young people who send inappropriate suggestive messages and images, do so to people they only know online. It is important to remember that even if someone only knows you by screen name, online profile, phone number or email address, they can probably find you if they try hard enough.

Source: www.isafe.org

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Easier Said Than Done

OBJECTIVES



- To allow students to have a better understanding of how communicating through technology differs from face-to-face conversation.
- To teach how texting might be convenient, but can compromise the quality of communication and relationship development.

MATERIALS

- *4 large sheets of paper*
- *Markers*

STEP BY STEP

1. Divide up the class into 4 groups.
2. Give each group the assignment of creating a text message conversation, based on their assigned topic, and write it out on a large piece of paper. Encourage using abbreviations and emoticons.
3. Assign one of the following topics for each group:
   - Planning to hang out on a Friday night with a group of new friends
   - Texting someone you like or have a crush on
   - Talking to a friend about a popular student
   - Optional: an original scenario students come up with
4. Once the texting exercise is completed, ask the group to choose two members to come forward from each group, and have the text conversation face-to-face.
5. After each group performs their conversation face-to-face, ask the class if they found it easier, or harder, to speak directly with each other. Discuss if something that was texted was awkward to say face-to-face and how conversations are sometimes altered depending on the means of communication.

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The Media's Influence

OBJECTIVE

To help students discover how the media influences their lives.

20 min

MATERIALS

- *Worksheet: The Media's Influence on Me on page 137*

STEP BY STEP

1. Distribute *The Media's Influence on Me* worksheet.
2. Ask students to complete the worksheets.
3. Spend time discussing the questions and answers with the class. Help students see the overwhelming number of advertising messages they are exposed to on a regular basis, all of which are intended to influence their thoughts and actions.

EDUCATOR NOTE

On The *The Media's Influence on Me* worksheet, students make a guess at how much it costs to run one ad during the Super Bowl. The cost for a Super Bowl ad started at $42,000 in 1967, current costs are in the millions, and continue to rise each year.

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The Media's Influence on Me

WORKSHEET

Exposure

I normally receive _____ text messages/day.

I spend about _____ hours on social media.

I am on my cell phone _____ minutes/day.

I send _____ pictures/day from my cell phone.

I normally watch or stream _____ shows/day.

I watch _____ movies/month and go to the movies _____/month.

I see _____ ads online/week.

I read or browse _____ magazines each week.

I listen to the radio _____ minutes/day.

Do you listen to the advertisements on the radio or while streaming music? _____

I play apps/games/video games about _____ times/week for _____ hours.

I listen to, or stream, music online _____ times a week for _____ hours.

Why do you think there are so many advertisements everywhere?
Do you think media messages have the power to change behavior?
When has it influenced your behavior?
What risky behaviors are made normal by the media?

Messages

Which shows portray healthy, young role models?
What does the music you listen to say about relationships and love?
How much do you think it costs to run one ad during the Super Bowl?
How much money do you think is spent on advertising every year?
What age group are most advertisers interested in reaching and influencing? Why?

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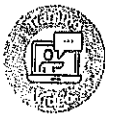
Paper Bag Hot Potato

OBJECTIVE

To help students understand the decision making process and become more aware of how they make decisions.



MATERIALS



- *4 brown paper bags (lunch size work best)*
- *4 food items (2 tasty and 2 unappetizing. As an example, you might bring individually wrapped candy, apple slices, a raw peeled onion and a raw potato)*
- *Music*
- *Worksheet: Decisions I Make on page 141*

STEP BY STEP

1. Place 4 different food items in 4 brown paper bags.
2. Have the class sit in a circle on the floor or in desks.
3. Explain the following instructions to the class:
   - When the music starts, you will pass the brown paper bags, like a hot potato, around the circle.
   - When the music stops, the students holding the bags can peak into them to see what food is inside the bag.
   - Students who decide to take a bite of the food remain in the game.
   - Students who choose not to take a bite are eliminated from the circle.
4. Begin the music, and start the game.
5. Play until multiple students get an opportunity to make a decision.
6. Once completed, have the class break up into groups, and answer the questions on the *Decisions I Make* worksheet.

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Decisions I Make

WORKSHEET

Discuss your decision making process.

Why did you decide to eat what was in the bag?

Why did you decide to pass it along?

What types of decisions are easy?

Who do our decisions affect the most?

What types of decisions in our lives are difficult?

What types of decisions should you discuss with your parent(s)/trusted adult?

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Obstacles to Success: Fact or Fiction?

OBJECTIVES

- To clarify myths and rumors about the effects of drugs, alcohol and tobacco.
- To give necessary facts and information to promote healthy choices.

20 min

MATERIALS

- *Worksheet: Drugs and Alcohol: Fact or Fiction on page 145*
- *Answer Key: Drugs and Alcohol: Fact or Fiction on page 146*
- *4 Fact/Fiction cards (Download from the Customer Resource Page)*

STEP BY STEP

1. Choose 4 volunteers to come to the front of the classroom.
2. Give each of the volunteers a *Fact/Fiction* card. Have students either stand or sit in chairs facing their peers.
3. Read a statement from your *Fact or Fiction* handout aloud. Then, ask the students to decide whether they think your statement is FACT or FICTION.
4. When they decide, have them hold the appropriate side of their card up so the rest of the class can see their answers.
5. Ask each student to explain why they chose that side of the card, and continue discussion until you feel the objective has been accomplished.

EDUCATOR NOTE

Statistics change every school year. To get the most up to date information, visit *www.cdc.gov*.

CONNECT AT HOME

Pass out the *Drugs and Alcohol: Fact or Fiction* handout, and ask the students to go over it with their parent(s)/trusted adult.

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Drugs and Alcohol: Fact or Fiction

WORKSHEET

Drugs: Fact or Fiction?

FACT	FICTION	
○	○	Steroids affect your heart.
○	○	Inhalants can cause sudden death.
○	○	Cocaine does not affect your emotions.
○	○	Methamphetamine affects your self-control.
○	○	Marijuana is safe and does not lead to other drug use.

Alcohol: Fact or Fiction?

FACT	FICTION	
○	○	Underage drinking is a factor in nearly half of all student automobile crashes, which are the leading cause of death among students.
○	○	Alcohol use does not contribute to youth suicides, homicides and fatal injuries.
○	○	Alcohol abuse is linked to as many as two-thirds of all sexual assaults and date rapes of students and college students.
○	○	Alcohol is not a major factor in unprotected sex among youth, increasing their risk of contracting HIV or other transmitted diseases.

Tobacco: Fact or Fiction?

FACT	FICTION	
○	○	Every eight seconds someone in the world dies from a tobacco related illness/disease.
○	○	Smoking is the #1 preventable cause of premature death in the United States.
○	○	Smokers have the same life expectancy as nonsmokers.
○	○	In the U.S., smoking kills more people than cocaine, heroine, alcohol, fire, automobile accidents, homicides, suicides and AIDS combined.

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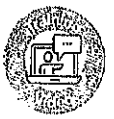
A Distorted View

OBJECTIVE

To inform and warn students about the harmful effects and dangers of pornography.

20 min

MATERIALS



- *2 sets of knee high panty hose (Size Large or XL preferred. Avoid control top).*

STEP BY STEP

1. Ask the class for 4 volunteers.
2. Let each volunteer pick a partner to help.
3. Instruct the 4 volunteers to sit on a chair facing the class (or their knees if chairs are not available).
4. Ask their chosen partners to stand behind them.
5. Place a knee-high, panty hose sock over each of the volunteer students' faces. NOTE: Be extremely cautious to ensure that the panty hose are not too tight.
6. Have their partners slowly pull the panty hose upward until it releases from the students' faces. Tell the students to observe the facial distortions, and welcome the laughter that's likely to occur.
7. Take a vote to see which student's face was the funniest and most distorted.
8. Point out how when the panty hose was being pulled on, the students' faces were being distorted and no longer reflected reality. While this is a comical illustration that is sure to generate laughter, it is also a powerful analogy and transition to begin a discussion about the effects of pornography and how they are no laughing matter. Pornography distorts our views on sex. It has a powerful allure, but it puts forward false, unrealistic images that lead to expectations no one can live up to. It objectifies people and removes the relational component of sex. This can have lasting effects on current and future relationships.
9. Encourage students to be on their guard and intentional about avoiding exposure to pornography for the sake of their future relationships.

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4 Communication and Decision Making

In the age of text messaging and social media, it is rare for students to naturally develop or practice communication skills. Selfies dictate their image, and emoticons communicate how they feel. Technological advances allow for efficient communication; however, these mediums are not always the most effective. This unit trains students to communicate the old-fashioned "face time" way, in person, without a phone or computer screen. It also helps train young people to make thoughtful and intentional decisions as their brains develop.

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Social Skills Every Young Person Needs

HANDOUT

1. **Follow Instructions**
   - Look at the person.
   - Say, "Okay."
   - Do what you've been asked right away.
   - Check back.
2. **Accepting Criticism or a Consequence**
   - Look at the person.
   - Say, "Okay."
   - Don't argue.
3. **Accepting "No" for an Answer**
   - Look at the person.
   - Say, "Okay."
   - Stay calm.
   - If you disagree, ask later.
4. **Greeting Others**
   - Look at the person.
   - Use a pleasant voice.
   - Say, "Hi" or "Hello."
5. **Getting the Teacher's Attention**
   - Look at the person.
   - Raise your hand. Stay calm.
   - Wait until the teacher says your name.
   - Ask your question.
6. **Making a Request**
   - Look at the person.
   - Use a clear, pleasant voice.
   - Explain exactly what you are asking for
   - Say, "please."
   - If the answer is "yes," say, "thank you."
   - If not, remember to accept "no" for an answer.
7. **Disagreeing Appropriately**
   - Look at the person.
   - Use a pleasant voice.
   - Say, "I understand how you feel."
   - Tell why you feel differently.
   - Give a reason.
   - Listen to the other person.
8. **Giving Criticism**
   - Look at the person.
   - Stay calm. Use a pleasant voice.
   - Say something positive or "I understand."
   - Describe exactly what you are criticizing.
   - Tell why this is a problem.
   - Listen to the person. Be polite.
9. **Resisting Peer Pressure**
   - Use a calm voice.
   - Say clearly that you do not want to participate.
   - Suggest something else to do.
   - If necessary, continue to say, "No."
   - Say, "Thanks for listening."
10. **Making an Apology**
    - Look at the person.
    - Use a serious, sincere voice.
    - Say, "I'm sorry for...." or "I want to apologize for..."
    - Don't make excuses.
    - Explain how you plan to do better in the future.
    - Say, "Thanks for listening."
11. **Talking with Others**
    - Look at the person.
    - Use a pleasant voice.
    - Ask questions.
    - Don't interrupt.
12. **Giving Compliments**
    - Look at the person.
    - Smile.
    - Speak clearly and enthusiastically.
    - Tell the person exactly what you like.
13. **Accepting Compliments**
    - Look at the person.
    - Use a pleasant voice.
    - Say, "Thank you."
    - Don't look away, mumble, or deny the compliment.
    - Don't disagree with the compliment.
14. **Volunteering**
    - Look at the person.
    - Use a pleasant, enthusiastic voice.
    - Ask if you can help. Describe the activity or task you are offering to do.
    - Thank the person.
    - Check back when you have finished.
15. **Reporting Other Youths' Behavior**
    - Look at the teacher or adult.
    - Use a calm voice. Ask to talk privately.
    - Describe the inappropriate behavior you are reporting.
    - Explain why you are making the report.
    - Answer any questions the adult has.
    - Thank the adult for listening.
16. **Introducing Yourself**
    - Look at the person. Smile.
    - Use a pleasant voice.
    - Offer a greeting. Say, "Hi, my name is..."
    - Shake the person's hand.
    - When you leave, say, "It was nice to meet you."

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Words Have Power

OBJECTIVE

To help students learn that words have power and can affect how they feel.



MATERIALS

- *Wooden heart*
- *Nails*
- *Hammer*

STEP BY STEP

1. Spend time discussing how words have the power to make us feel good, or bad. Mention the old rhyme, "Sticks and stones may break my bones but words may never hurt me," and discuss whether or not this is an accurate statement.
2. Hang a wooden heart in your classroom.
3. Make a T-chart on the board and title one side, *Words that make us feel appreciated,* and the other side, *Words that make us feel hurt.*
4. Ask students contribute answers to the question, "What words make you feel appreciated?"
5. Write down their responses on the board.
6. Ask students, "What words make you feel hurt?"
7. Write down their responses on the board.
8. Tap a nail into the wooden heart for each word that makes students feel badly from the chart.
9. Explain how when we use words that hurt, they leave permanent holes in our hearts.
10. Conclude by discussing what people can do to help repair the damage in their hearts from hurtful words.

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Something to Talk About

OBJECTIVE

To teach students verbal communication skills and enable them to practice them with their peers.

20 min

MATERIALS

- *Worksheet: Conversation Cards on page 159*

STEP BY STEP

1. Prepare a stack of *Conversation Cards* prior to the lesson by cutting out the provided cards, copying the blank templates, and making more with your own phrases.
2. Break up students into groups of 3 or 4.
3. Have each group draw a card from the stack of *Conversation Cards* you prepared from Step 1.
4. Instruct students to use the *Conversation Cards* to guide them in a real conversation.
5. Set a time limit for each conversation topic, and have the students repeat the steps until each group has had the opportunity to draw multiple *Conversation Cards*.

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Conversation Cards

WORKSHEET

"I am most excited about..."	"Something I learned about myself when I got to middle school was..."	"I often dream about..."
"I am most afraid of..."	"I laugh when I think about..."	"The last time I cried or got angry was..."
"What I like most about myself is..."	"Sometimes I wish that..."	"Most people don't realize that I..."

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Conversation Cards

WORKSHEET

Make additional conversation cards using your own phrases.



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Communicating Feelings

OBJECTIVE

To introduce students to vocabulary words conveying a wide range of feelings.

20 min

MATERIALS

- *Whiteboard or Flipchart and markers*
- *Handout: Feeling Words on page 165*
- *Optional: Dictionaries, journals*

STEP BY STEP

1. Ask each student (one at a time) to call out a feeling word.
2. Write each word on the board.
3. Continue asking students for feeling words until the flipchart is full of words
4. Distribute the *Feeling Words* handout. Ask students to look it over, and circle the words they do not know how to define.
5. Call on students (one at a time) to choose a word that has not already been discussed, and go over the pronunciation and meaning of that word. Have students choose words from the entire list, not just the one closest to the top of the list.
6. If time permits, break the students into groups, and have each group choose 5 feeling words from their handout that they did not know before this lesson. After learning what those feeling words mean, have each group create and draw an emoji for the feeling words they chose. Have each group choose a spokesperson to share their favorite word and their emoji design with the class.

EDUCATOR NOTE

If you are working with a student who is visually upset or agitated, give them the *Feeling Words* handout and have them circle the feelings they are experiencing. Then have a discussion about each word circled.

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Feeling Words

HANDOUT

Abandoned
Accepted
Adamant
Adequate
Admired
Affectionate
Afraid
Aggravated
Agony
Alarmed
Alienated
Alive
Almighty
Ambivalent
Amused
Angry
Anguished
Annoyed
Anxious
Apathetic
Appalled
Appreciated
Apprehensive
Ashamed
Assured
Astounded
Awed
Awkward
Bad
Baffled
Beautiful
Betrayed
Bewildered
Bitter
Blissful
Bold
Bored
Bothered
Brave
Burdened
Calm
Capable
Captivated
Challenged
Charmed
Cheated
Cheerful
Childish
Clever
Coerced
Combative
Competitive
Concerned
Condemned
Confident
Confused
Conspicuous
Content
Contented
Contrite

Controlled
Cruel
Crushed
Culpable
Deceitful
Deceived
Defeated
Defensive
Deflated
Degraded
Dejected
Delighted
Delightful
Demoralized
Depressed
Deserted
Desirous
Despair
Desperate
Despised
Destructive
Determined
Devastated
Different
Diffident
Diminished
Disappointed
Discontented
Discouraged
Disenchanted
Disgraced
Disgusted
Disheartened
Disillusioned
Dismal
Dismayed
Disorganized
Displeased
Distant
Distracted
Distraught
Distressed
Disturbed
Divided
Dominated
Doubtful
Drained
Dread
Dubious
Eager
Ecstatic
Elated
Electrified
Embarrassed
Empty
Enchanted
Encouraged
Energetic
Energized
Enervated

Enjoy
Enraged
Envious
Evil
Exasperated
Excited
Exhausted
Exploited
Exuberant
Fascinated
Fearful
Flattered
Flustered
Foggy
Foolish
Fortunate
Frantic
Free
Frightened
Frustrated
Fulfilled
Full
Furling
Furious
Glad
Good
Grateful
Gratified
Greedy
Grief
Groovy
Guarded
Gilded
Gullible
Happy
Harassed
Hateful
Heavenly
Helpful
Helpless
Hesitant
High
Homesick
Honored
Hopeful
Hopeless
Horrible
Horrified
Hostile
Humbled
Humiliated
Hurt
Hysterical
Ignored
Immobilized
Immortal
Impatient
Imposed upon
Impressed
Inadequate

Incensed
Infatuated
Infuriated
Insecure
Inspired
Intimidated
Invisible
Irritated
Isolated
Jealousy
Joyful
Joyous
Jubilant
Jumpy
Justified
Keen
Kind
Laconic
Lazy
Lecherous
Left out
Licentious
Lonely
Longing
Lost
Loved
Loving
Low
Lustful
Marvelous
Maudlin
Mean
Melancholy
Miserable
Misunderstood
Mournful
Mystical
Naughty
Neglected
Nervous
Nice
Nutty
Obnoxious
Obsessed
Odd
Offended
Opposed
Optimistic
Outraged
Overwhelmed
Painful
Panicked
Panicky
Parsimonious
Patronized
Peaceful
Peeved
Perplexed
Persecuted
Perturbed

Petrified
Pitiful
Pleasant
Pleased
Precarious
Pressured
Pretty
Prim
Prissy
Proud
Provoked
Puzzled
Quarrelsome
Rage
Rebellious
Refreshed
Regretful
Rejected
Relaxed
Relieved
Reluctant
Remorse
Repulsed
Resentful
Resigned
Resolved
Respected
Restless
Reverent
Rewarded
Ridiculed
Righteous
Sabotaged
Sad
Sated
Satisfied
Scared
Screwed up
Seething
Servile
Settled
Sexy
Shaken
Shocked
Shy
Silly
Skeptical
Smothered
Sneaky
Solemn
Sorrowful
Sorry
Spiteful
Stagnant
Startled
Stifled
Stingy
Strangled
Stuffed
Stunned

Stupefied
Stupid
Suffering
Sure
Surprised
Suspicious
Swamped
Sympathetic
Talkative
Tempted
Tenacious
Tense
Tentative
Tenuous
Terrible
Terrific
Terrified
Threatened
Thrilled
Throttled
Thwarted
Timid
Tired
Tolerant
Tormented
Torn
Tranquil
Trapped
Troubled
Ugly
Unappreciated
Uncared for
Uncertain
Uncomfortable
Undecided
Uneasy
Unloved
Unsettled
Unsure
Unwanted
Uplifted
Upset
Uptight
Used
Valued
Vehement
Vengeful
Vindictive
Violent
Vital
Vivacious
Vulnerable
Wasted
Weepy
Wicked
Wonderful
Worried
Worthless
Wounded
Zany

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Communicating Effectively

OBJECTIVE

To help students learn the tools to communicating effectively.

20 min

MATERIALS

- *Handout: Secrets to Communicating Effectively on page 169*
- *Handout: Scenarios for Communicating Effectively on page 170*

STEP BY STEP

1. Split up students into two different lines, standing shoulder to shoulder. Whisper a fairly complex phrase to the two students at the head of each line.
2. Ask the students at the head of the line to quietly pass the message to the next student in their line. Continue passing all the way down to the end of the line.
3. Once the message has passed all the way to the end, ask the students at the end of each line to announce what they believe the phrase was. Then, ask the students at the head of the line what the phrase really was. In most cases, what the student shares will not match what was originally whispered.
4. Ask students if this game of "telephone" is an effective way to communicate? Why or why not?
5. Lead a discussion with students about effective communication, and whether it is an important skill to learn. Why or why not?
6. Ask students if they can identify and describe effective communication skills?
7. Distribute the *Secrets to Communicating Effectively* handout, and talk through each of the 7 *Effective Communication Skills*, asking students to give examples of each one as you discuss them.
8. Discuss the 8 *Barriers to Effective Communication*, calling on students to demonstrate what each barrier might look like in a conversation.
9. Using the *Scenarios for Communicating Effectively* handout, read Scenario 1, and ask for a volunteer to role play the response. After the student completes the role play, invite the class to talk about what was done well in the response and what could have been done differently to improve the communication.

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Secrets to Communicating Effectively

HANDOUT

Try to practice these skills as you communicate with others.

Effective Communication Skills

- Being sensitive and caring toward others
- Maintaining eye contact
- Utilizing "I" rather than "You" statements
- Expecting the best of others
- Being able to disagree at times without being disagreeable
- Being sincere and honest
- Understanding how feelings and emotions affect behavior and communication

Barriers to Effective Communication

- Dishonesty
- Avoiding eye contact
- Uncontrolled emotion
- An uncaring attitude
- Sarcasm and put-downs
- Being judgmental
- Using facial expressions to communicate negative emotions

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Feelings vs. Behaviors Train

OBJECTIVE

To teach students the dangers of allowing emotions to dictate behavior.

10 min

MATERIALS

- *Train Car Placards (Download from the Customer Resource Page)*

STEP BY STEP

1. Line up the pictures on the cars of a train, with the engine representing the head (brain), cars in the middle representing feelings or emotions, and the caboose representing the physical body or behavior.
2. Ask students if they can explain the differences between feelings (emotions) and behaviors (actions).
3. Discuss how feelings and emotions are not wrong to have or to express. It is healthy to have emotional freedom. Explain that when you make decisions leading with your emotions, however, your train can get off track.
4. Share with the students that, "Behaviors, unlike emotions, can be either healthy or unhealthy, lawful or unlawful, appropriate or inappropriate, right or wrong." Encourage students to brainstorm behaviors on both sides of the spectrum (both healthy and unhealthy).
5. Discuss what can happen when people drive their behavior with their emotions leading the train. Additionally, brainstorm what can happen when people lead with their behavior instead of their brain. For visual impact, move the train car cards around: Put an Emotion card (Lonely, Excited, Angry) in front of the Engine card (Brain) and/or put the Caboose card (Behavior) in front of the Engine card (Brain). Ask students what would happen if these train configurations were on a real track.
6. Remind the class to lead decision making with their brain, allow for emotional freedom in between, and insure that their body and behavior moves last.

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Communication with Family and Friends

OBJECTIVE

To help students understand that healthy, accurate communication is an important part of developing healthy relationships with family and friends.

20 min

MATERIALS

- *Pencil, magic marker or crayon for each group of five to six students*
- *Five or six blank pieces of notebook paper for each group*

STEP BY STEP

1. Divide the class into groups of 5-6 students. Have each group sit in a single file line, facing the front of the room.
2. Ask the student in the back of each line to come forward to see an image that they are going to draw. The images should be fairly simple, such as a house, star, sun, tree, boat, arrow, letter of the alphabet, or a happy face.
3. These students will see the same picture at the exact same time. Once they know what the picture is, have them return to their seat in the back of the line. This will be a type of drawing relay race. No talking is allowed.
4. When you say, "go", have the students who saw the image, place a piece of paper on the back of the student in front of them, and draw the image. Once they are finished drawing, have the next student repeat the same process until each person has had a chance to draw.
5. When the first person in line completes the picture, have them turn the page over, and raise their hand to indicate they are finished. Make note of the order of completion for the teams.
6. When all of the teams have finished, hold up the original picture to show the entire class what they were supposed to be drawing. Then have each team show their drawing in the order they finished. If the first team's drawing was a good match to the original, assign them one point. If it is not, look at the team that finished second place to see if it is a good match. If so, award them a point. If not, continue until you find the team with the closest match.

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Making Healthy Decisions

OBJECTIVE

To teach the seven steps of healthy decision making and to practice those skills in a challenging scenario.

MATERIALS



- *Worksheet: The Decision Making Model on page 177*

STEP BY STEP

1. Distribute *The Decision Making Model* worksheet.
2. Read through each of the seven steps aloud.
3. Ask students if they have any questions about the steps. If so, clarify any of their uncertainties with further explanation.
4. Direct students to read the sample scenarios listed on the second page of *The Decision Making Model* worksheet. Have the students choose one, and work through the seven steps.
5. Once completed, ask volunteers to share their answers on the worksheet and what ultimate decision they made.
6. Ask students to think about how having a plan for processing helps one make better decisions, and encourage them to memorize the steps so they can make healthy decisions when they are in challenging situations.
7. Ask students to write other scenarios where they could use *The Decision Making Model*. If time permits, let them practice their skills.

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The Decision Making Model

WORKSHEET

Practice applying the Decision Making Model for one of the sample scenarios listed on the back of this worksheet.

1 Stop

1. Identify the decision to be made.
What exactly are you trying to decide?

2. Know yourself.
What are your strengths, weaknesses, skills, values and interests?

2 Think

3. Identify options.
List the various choices so far.

4. Gather information and data.
What are some possible alternatives to the existing choices?

5. Evaluate options that will solve the problem.
What are the pros, cons and risks of each alternative?

3 Choose with Intent

6. Select the best option.
If it is still unclear, do you need more information? What else needs to be asked?

7. Develop a plan of action.
Have you decided? If so, how will you implement your decision?

Adapted from http://www.decision-making-confidence.com/7-step-decision-making-model.html

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Finishing the Sentence

OBJECTIVES

10 min

- To teach students the importance of staying connected to others when making decisions that can affect their lives and futures.
- To emphasize that additional perspectives and input can lead to better decision making and outcomes.

MATERIALS

- *A piece of paper for each team of four*
- *A pen or pencil for each team of four*

STEP BY STEP

1. Divide the class into groups of four. Give each team a piece of paper and a pencil or pen.
2. Explain to the class that the object of this activity is to develop the longest sentence possible. Give them the first few words of the sentence, and then, ask each person in the group to add one word at a time to extend the sentence. The sentence must make sense, and it must come to a logical ending. The paper and pencil must be passed from person to person as words are added.
3. Do not permit any talking during this part of the activity. Give students 60 seconds to complete their sentence, and call out the time so they know how long they still have to write.
4. After time has expired, ask each group to count the number of words they used, including the words you gave them to start with. Ask them to write the number off to the side of the sentence, and then ask each group what their number was. Ask a volunteer from each group to read their sentence aloud. Repeat this process several times.

Here are some sentence starters:

- The kids at the party...
- People who are...
- The next time...
- One dark night...

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"Move If" Overcoming Peer Pressure

OBJECTIVES



- To demonstrate the power of peer pressure in adolescent culture.
- To help empower students to avoid negative peer pressure and encourage self-confidence.

STEP BY STEP

1. Divide the class into two equal groups.
2. Position each group in a line facing the other group's line on opposite sides of the room.
3. Explain that you will be making a series of conditional commands, beginning with *Move If* and concluding with a qualifying situation. Students are to take a step forward if the statement applies to them. Examples of conditional statements you might use are:
   - Move if you are wearing jeans
   - Move if you were born in this state
   - Move if you have siblings
   - Move if you have traveled outside the U.S.
   - Move if you have braces
   - Move if you had cereal for breakfast
4. Transition the *Move If* statements from very broad (applying to most, if not all students) to the very specific (applying only to one or two). Watch for students' reactions, and encourage them to be truthful, only moving, if it truly applies to them.
5. Continue the exercise until you feel the objective is accomplished.
6. Once the activity is concluded, discuss the following questions:
   - When a scenario applied to you, did you move right away or did you wait to move? Why or Why Not?
   - What made it harder or easier to move across the room?
   - What did it feel like when you moved with a large crowd?
   - What did it feel like when you moved alone or with fewer people?
   - What real scenarios in life are similar to this activity?
   - How does peer pressure positively, and negatively, affect your choices?

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Boundaries Are Your Friend

OBJECTIVE

To foster positive feelings about setting boundaries among students.

10 min

MATERIALS

- *Chair*
- *Blindfold*

STEP BY STEP

1. Explain to students the findings of an elementary school that did not have a fence around its playground. When the children were outside, they congregated closely toward the center of the yard and did not utilize much of the playground. After several months of observation, school officials built a fence around the playground. Soon children were playing all the way to the very end of the playground. The fence made all the difference. The clear boundary gave the children confidence and safety, and actually provided more freedom.
2. Ask students if any of them have ever driven on a narrow, curvy highway without guardrails. If one or more answer, "yes," then ask, "Did you feel safe when you were riding in the car on a road like this?"
3. Demonstrate personal boundaries with the following exercise. Ask for a volunteer to come up and sit on the chair in the front of the classroom. Then, ask for permission to blindfold the student volunteer, and do so with consent.
4. Ask a second volunteer to come up to the front of the class and have the volunteer stand a fair distance away from the seated student.
5. Ask the standing volunteer to slowly come close to the seated student.
6. Ask the seated, blindfolded student to say when they feel the standing student has crossed into personal space.
7. Discuss why we feel uncomfortable when the boundary of our personal space is not respected. Discuss the safety provided by personal boundaries and the value of developing, maintaining, and respecting them.

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Setting Boundaries Early

OBJECTIVE

To help students discover the value of setting boundaries.

10 min

MATERIALS

- *Worksheet: Where Are Your Boundaries? on page 187*

STEP BY STEP

1. Talk with students about the various "red flags" related to boundaries, such as:
   - Not being able to say "No"
   - Standing too close to people
   - Trusting too soon
   - Talking about your deepest, darkest secrets
   - Being inappropriate with your speech
   - Flirting and touching inappropriately
   - Not honoring what others say (as well as not being honored or listened to)
2. Discuss how to recognize if your boundaries are being violated by using the following questions:
   - Do people tease or make fun of you before they really know you?
   - Do they interrupt you while you are speaking?
   - Do they sit very close to you?
   - Do they talk to you inappropriately?
   - Do they take one of your possessions without asking or ask for something valuable too early in the relationship?
   - Do they talk about you and divulge private information?
   - Do they try to force you to do something you do not want to do?
3. Encourage students to personally consider the following question: "Has there ever been a time in your life when you felt uncomfortable about someone else's behavior toward you, but you could not figure out why you were uncomfortable? Perhaps your boundaries were violated. Think about ways you can ensure your boundaries will be listened to and respected. Consider also how you can do a better job of respecting others' boundaries."

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Where Are Your Boundaries?

WORKSHEET

Setting boundaries is the best way to stay in control. Discuss the items below, with your parent(s)/trusted adult, and write down your plan. Remember, some guidelines may be negotiable depending on the situation, your emotional maturity, and your previous experience with responsibility. Other standards may be non-negotiable (something that should always or never be done). It is up to each individual family to determine the flexibility of each boundary.

1. Friends

How much time will you spend with friends on weekends? Will sleepovers be allowed? What types of activities will you do?

2. Money

Where does the money come from for planned activities? Is there a limit on how much you can spend?

3. Cell Phones

Will you be allowed to have a cell phone? Where is the phone stored during school hours? Does it get set aside during family dinners? Where is the phone charged at night when sleeping?

4. Internet

How much time is allowed on social networking sites? How much personal information is posted? Is the computer located in a high visibility location? Is your Internet activity monitored?

5. Dating

Is it appropriate to hang out as more than friends? Will you be allowed to date? What will dating look like? Where will you be allowed to hang out with this person?

Note to Parent(s)/Trusted Adult:
These are questions designed to facilitate discussion. Help your child define clear guidelines, and express your desires with clarity and consistency.

Signature: _____

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5 Future Goals

The launch from childhood to adolescence expands the world for students and opens a gateway for big dreams to take root. As they become more capable and independent, new opportunities present themselves for exploration. This unit directs students to be forward-thinkers and helps set the stage for what lies ahead in their lives.

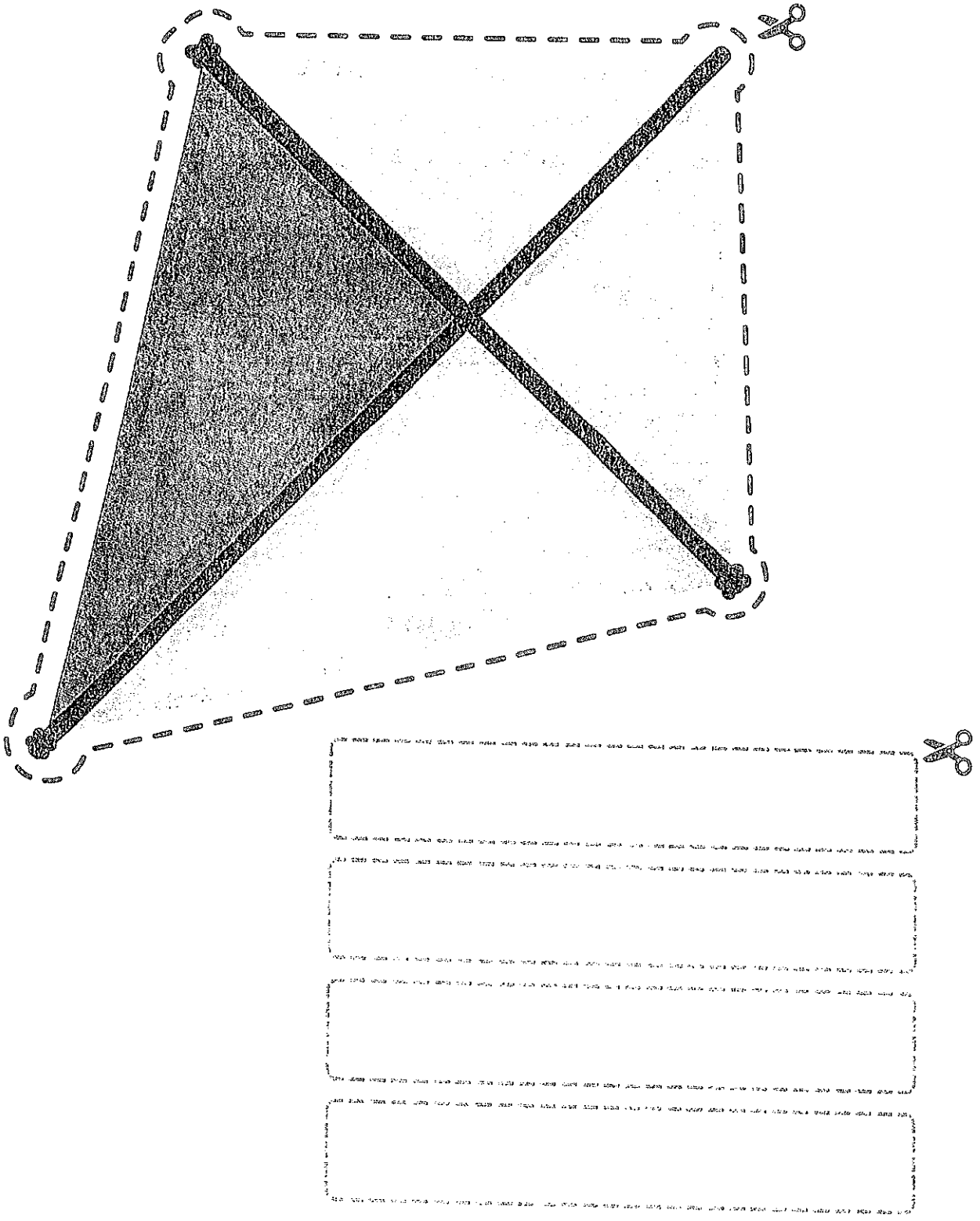


Lesson: Dreams and Goals Kite 191
Worksheet: Kite Cutout 193
Lesson: Kite Flight Busters 195
Lesson: Future Dreams and Goals 197
Worksheet: Wheel of My Future 199
Lesson: Dreaming of Your Future by Reaching Higher 201
Lesson: Preparing for Life Long Relationships 203
Lesson: Making a Vision Board 205
Worksheet: 20/20 Vision 207
Lesson: Decision Making and Goal Setting 209
Worksheet: Decision Making and My Future 211
Lesson: Future Orientation 213
Worksheet: My Life as I'd Like It to Be 215
Lesson: Let's Get Cookin' 217
Worksheet: My Life Recipe 219

Kite Cutout

WORKSHEET

Write your name on the kite, and your goals in the boxes. Build your kite, and let your dreams fly.



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Kite Flight Busters

OBJECTIVE

To explore barriers that can keep students from achieving their goals and dreams.

10 min

STEP BY STEP

1. Review the *Lesson: Dreams and Goals Kite on page 191.*
2. Ask some students to share what they wrote for their goals, hopes and dreams.
3. Discuss that for our goals to take flight, we need to have critical components such as a support system, good education, strong work ethic, a healthy body, integrity, tenacity, and other character qualities.
4. Ask students to brainstorm and share examples of barriers that could keep a kite from taking flight. Sample answers may include: a broken kite string, not enough wind, the wrong design.
5. Ask students to then brainstorm examples of barriers in life that can keep them from achieving their dreams and goals. Sample answers may be: using drugs and alcohol, dropping out of school, getting seriously ill, making unhealthy choices, or taking excessive risks.
6. Write the *Whole Person Health* categories on the board, and ask students to come forward and write down barriers that belong in each category.
7. Once the list is complete, review each barrier, and lead a discussion about what specific steps can be taken on each barrier to ensure it does not prevent their goals and dreams from taking flight.

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Future Dreams and Goals

OBJECTIVE

To set goals for Whole Person Health by incorporating the lessons learned in REAL Essentials.



MATERIALS

- *Worksheet: Wheel of My Future on page 199*

STEP BY STEP

1. Pass out the *Wheel of My Future* worksheet to each student.
2. Lead a discussion about why it is important to develop, and articulate, life goals and dreams. Discuss various strategies that would help students obtain their goals.
3. Ask students to use the *Wheel of My Future* worksheet to write down three future goals for each of the *Whole Person Health* categories: *Physical, Intellectual, Emotional, Social, Spiritual,* and *Financial*. Each goal should take place between now and high school graduation.

CONNECT AT HOME

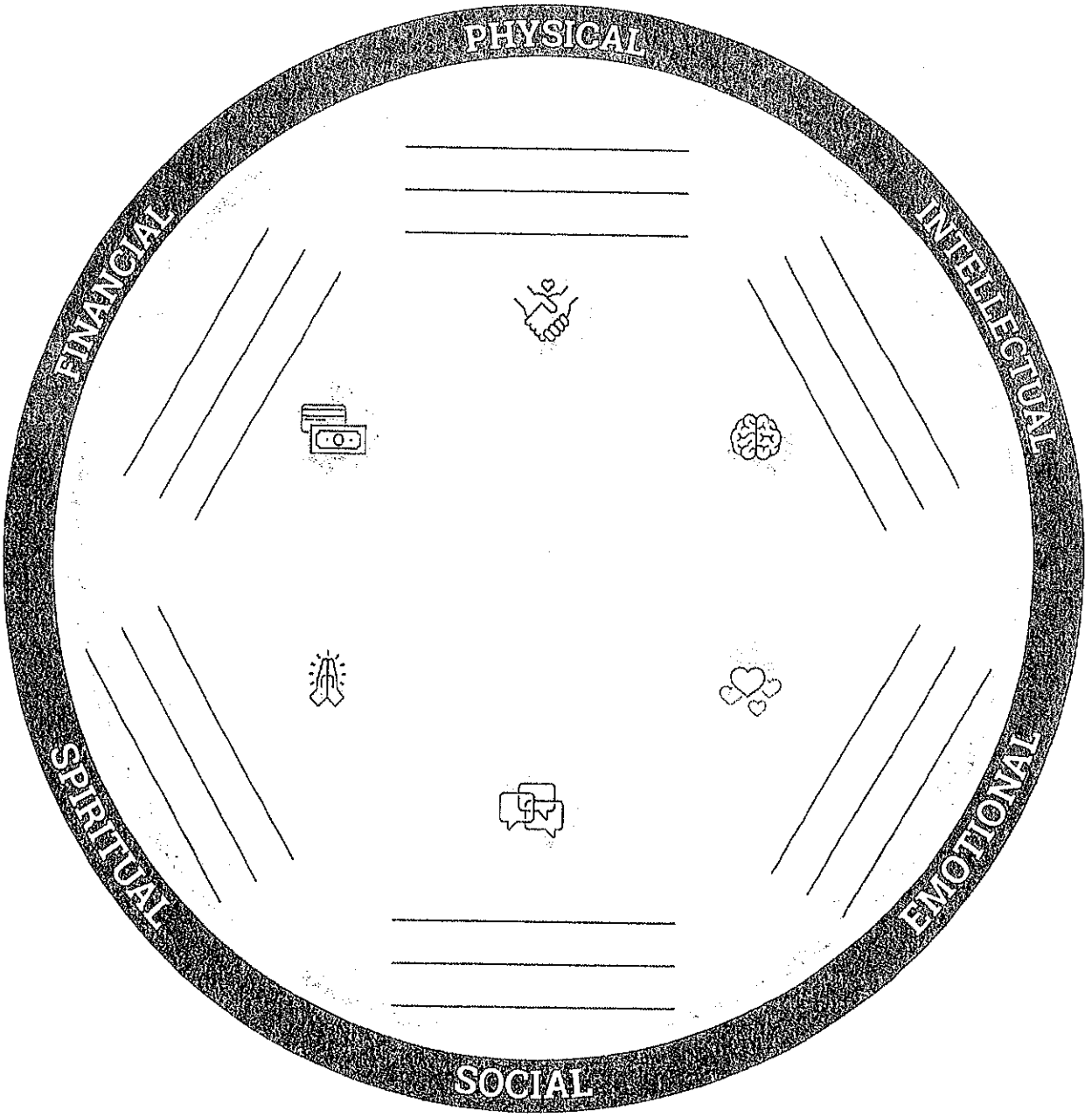
Have students take their worksheet home to discuss with their parent(s)/trusted adult. Encourage students to talk with them about ways they can work together to achieve their goals.

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Wheel of My Future

WORKSHEET

Write out three goals you wish to accomplish, by the time you graduate, for each of the six components of Whole Person Health.



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Dreaming of Your Future by Reaching Higher

OBJECTIVE

To encourage students to conceptualize their future dreams and to strive to reach higher.



MATERIALS

- *Flipchart paper or poster board for each student*
- *Scissors*
- *School glue*
- *Magazines*
- *Markers*
- *Masking tape*

STEP BY STEP

1. Distribute a poster board or piece of flipchart paper to each student.
2. Distribute magazines to the class. (Be sure to choose magazines representing a variety of interests). Ask students to cut out words and pictures that depict some of their future goals and dreams, and make a collage by gluing them to the poster board, or flipchart paper.
3. Ask students to also write descriptive words on the poster that represent their goals and dreams.
4. Once the collages are completed, ask each student to share their work with a partner.
5. Collect, and display, the posters around the room as a visual reminder of each student's goals.
6. Give each student three (2-3 inch pieces) of masking tape.
7. Ask them to team up with their partner, and have one student place a piece of masking tape on the wall, as high as they can place it, while their feet are flat on the floor.
8. Ask their partner to do the same thing.
9. Taking turns, have each student try again several more times. Be sure to remind them to keep their feet flat on the floor. Typically, each successive attempt will end up with a higher location of the tape.

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Preparing for Life Long Relationships

OBJECTIVES

10 min

- To teach students the importance of success sequencing.
- To emphasize the importance of caring for yourself before you are able to care for others.

MATERIALS

- *Scissors*
- *Several comic strips*
- *Three pieces of Flipchart paper taped together lengthwise and posted on the board in the front of the room before the beginning of class*

STEP BY STEP

1. Ask students to break into groups of 4-5 students.
2. Give each group a comic strip, and have them read it out loud.
3. Next, ask each group to cut the squares of each comic strip and shuffle them in a pile. Instruct one spokesperson from each group to read the comic strip a second time, but this time, in the random order which it was drawn.
4. When all the groups have their comic strips in order, ask students to present their comic strip to the class.
5. Ask students to return to their seats, or sit in a circle on the floor.
6. Lead a discussion about the sequencing of the comic strip and how it needed to be in the proper order for it to make any sense.
7. Move to the taped flipchart pages at the front of the room, and label the first sheet, *Morning*, the second one *Noon* and the third one *Night*. Beneath the heading, list the waking hours that relate to each heading.
8. Ask students what typically happens in the morning, and write down their answers on that section of the paper. Do the same for noon, and then for night.
9. Discuss the importance of doing things in order, and share what happens when things are done out of order. For example, what happens if you brush your teeth and then eat? Or shower before your work out? Or get dressed for school right before going to bed? Or put on your pajamas before heading off to class?

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Making a Vision Board

OBJECTIVES



- To help students identify some of the hopes they have for their future.
- To help students recognize the process of strategic planning toward reaching their goals and dreams.

MATERIALS

- *Worksheet: 20/20 Vision on page 207*
- *Magazines*
- *Scissors*
- *Glue sticks*

STEP BY STEP

1. Make copies of the *20/20 Vision* worksheets, and distribute one to each student.
2. Explain what it means to have 20/20 vision (having the ability to clearly see things close up as well as far off in the distance).
3. Distribute magazines to students, or have them available for students to use.
4. Ask students to think about their life in terms of both their immediate and distant futures. Then, ask them to cut and paste images, words and themes from the magazines that capture both their short and long term vision of their life.
5. Direct them to glue the images on the appropriate section of the *20/20 Vision* worksheets.
6. Ask students to share their vision boards with the class.
7. Facilitate a discussion about what kind of barriers get in the way of achieving what you hope for, both now and in the distant future.

CONNECT AT HOME

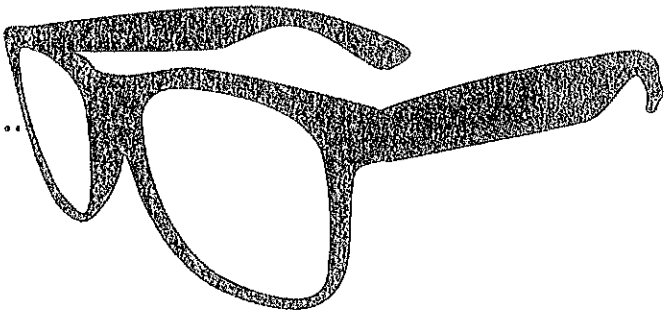
Have students take their vision boards home to share their hopes and dreams with their families.

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20/20 Vision

WORKSHEET

Near Future



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Decision Making and Goal Setting

OBJECTIVES



- To guide students through the decision making process.
- To help students discover how to make decisions with intentionality, showing that today's choices can affect tomorrow's outcomes.

MATERIALS

- *Worksheet: Decision Making and My Future on page 211*

STEP BY STEP

1. Write the following scenarios on the board before beginning this lesson:
   - Watch TV after school **or** Get my homework done
   - Walk home after school **or** Ride the bus/carpool
   - Say a bad word in class **or** Say something nice in class
   - Eat the school lunch **or** Bring a lunch from home
2. Ask students to look at the scenarios and choose one of the two options in each scenario listed.
3. Have students raise their hands and, when called on, reveal their choice for one of the scenarios. Use this as a starting point to launch a discussion on the thinking behind the decision made. Were decisions based on their typical routine? The difficulty of the other choice? Peer pressure? Parental preferences? Did they choose what was easiest? Were their decisions influenced by someone else's? Or did they just select the first thing that came to mind?

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Decision Making and My Future

WORKSHEET

Situations	Options	Impacts
1. You have a test tomorrow. **You could:**	Study hard.	Get a good grade on the test.
	Play video games.	You do poorly on the test.
2. A stranger walks toward you. **You could:**		
3. In the morning it is time to shower. **You could:**		
4. A friend wants to come over when you are home alone. **You could:**		
5. In the morning, you see the deodorant on the bathroom shelf. **You could:**		
6. You are on the Internet, and a stranger invites you to chat with them. **You could:**		

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Future Orientation

OBJECTIVE

To help students understand the value of thinking beyond the here and now.

10 min

MATERIALS

- *Broomstick*
- *Worksheet: My Life as I'd Like It to Be on page 215*

STEP BY STEP

1. Ask the class, "What do you all typically do for fun on a Friday night?" Responses may include going to a movie, getting something to eat, or hanging out with friends.
2. Ask for a volunteer.
3. Give the student a broomstick, and ask them to focus on the end of the broomstick closest to their palm while attempting to balance the broomstick on end. Say, "The end of the broomstick in your palm is closest to you. This represents your immediate future. Look what happens when you focus on your immediate future while trying to maintain balance." (The broomstick will easily fall).
4. Now ask the student volunteer to try to balance the broomstick again, this time focusing on the far end. Say, "The end of the broom that is further away from you is your more distant future. Look what happens when you focus there? It is much easier to keep in balance."
5. Ask students to explain why that is true.
6. Discuss in greater detail what focusing on the present vs. future might look like, and how both impact a student's ability to achieve a balanced life. Encourage them to start with the end in mind.
7. Emphasize that waiting on future dreams is not easy, but the rewards are great. Research demonstrates self-regulation and impulse control correlates with life success.
8. Distribute the *My Life as I'd Like It to Be* worksheet, and have students complete.

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My Life as I'd Like It to Be

WORKSHEET

Select a life stage of your choice, and write your dreams and vision for how you see your life during that time period.

	High School	College	Beyond College
Physical			
Intellectual			
Emotional			
Social			
Spiritual			
Financial			

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Let's Get Cookin'

OBJECTIVE

To help students understand the success sequencing model and design one of their own.



MATERIALS

- *Recipes, either photo copied or cut out from various cooking magazines*
- *Scissors*
- *Glue sticks*
- *Blank sheets of paper*
- *Worksheet: My Life Recipe on page 219*

STEP BY STEP

1. Have students break up into groups of 4 or 5.
2. Distribute a recipe to each group.
3. Instruct the student to read through the recipe carefully a few times together and to try to remember the details.
4. Ask students to cut each step of the recipe into strips.
5. Shuffle the cut out pieces, and collect them in a container. Ask each person to draw one of the recipe strips and glue the step, in the order that it was drawn, onto a blank sheet of paper.
6. Ask the question, "How would the recipe come out if you prepared it in this order?"
7. Distribute the *My Life Recipe* worksheet.
8. Ask students to think about a "life" recipe, and challenge them to decide what they would like to make of their future.
9. Instruct students to brainstorm, and list, a series of life ingredients, and write them in proper order for the most successful outcome.
10. Ask students to share their "life" recipes with the rest of the class.
11. Discuss what might happen if the ingredients of the "life" recipe are prepared in a different order. If you get married before you graduate high school, what effect might that have? If you have a baby before getting married, what impact could that have? If you don't finish high school and get into debt, what difference could that make?
12. Stress the importance of defining and pursuing goals in the sequential order to increase chances for success.

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My Life Recipe

WORKSHEET

Put the ingredients of your future in the proper order to make a recipe for life success.

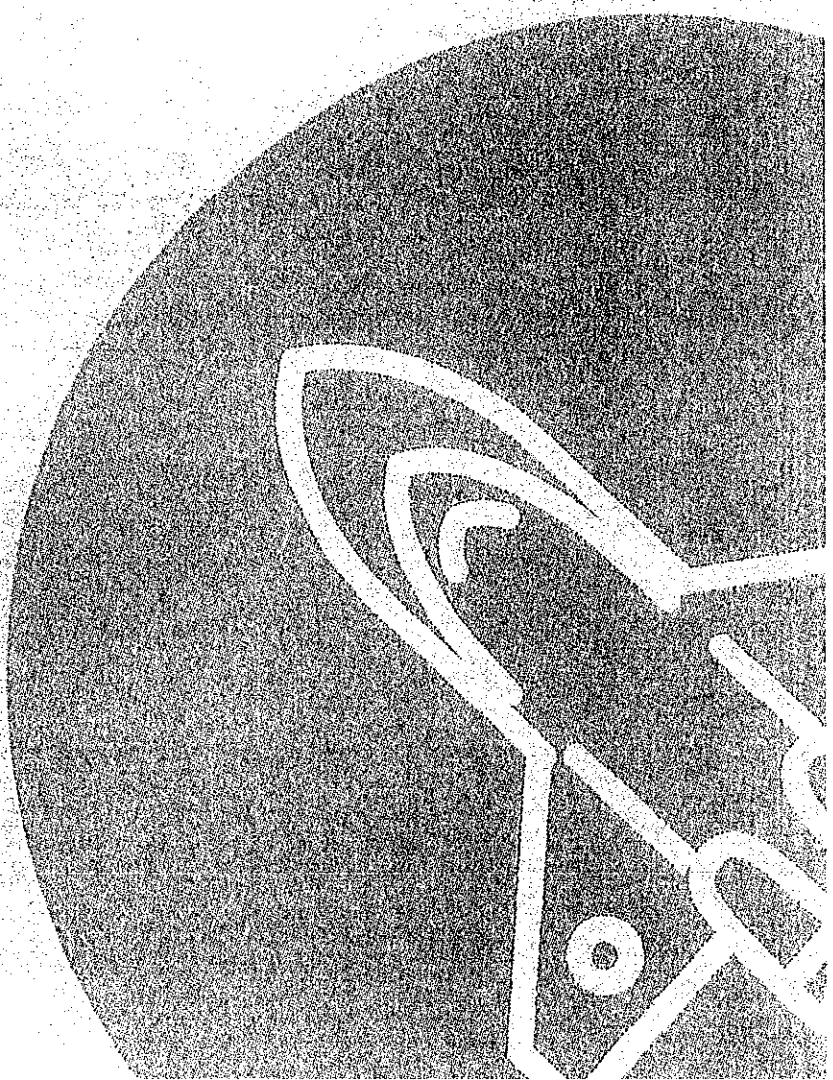
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6 Puberty Science

Students enter a season of exponential growth as they approach adolescence. As kids transform from children to young adults, their bodies speed ahead of their brains. The Puberty Science Unit is designed to normalize the events that seem embarrassing or strange with age-appropriate, and medically accurate, resources to help students embrace this often-awkward stage.

Lesson: Ready, Set, GROW! 223
Ready, Set, Grow Discussion Points 226
Worksheet: Guess the Grade 229
Worksheet: Changes for Males 230
Answer Key: Changes for Males 231
Worksheet: Changes for Females 232
Answer Key: Changes for Females 233
Lesson: Grooming and Hygiene During Puberty 235
Worksheet: Good Grooming 237
Handout: Shop for Your Dopp 238
Lesson: What If? 239
Handout: What If? 241
Lesson: Responding to Change 243
Worksheet: Responding to Change 245
Answer Key: Responding to Change 247
Worksheet: Three Questions 249
Lesson: Proper Anatomical Names of Body Parts 251
Worksheet: Female Reproductive Anatomy 253
Worksheet: Male Reproductive Anatomy 254
Answer Key: Female Reproductive Anatomy 255
Answer Key: Male Reproductive Anatomy 256
Lesson: Pennies for Your Thoughts 257



- Body hair
- Muscle development
- Wider hips
- Activation of sweat and oil glands
- Acne
- Breast development
- Genital development
- Menstruation/Period
- Interests
- Emotions

7. Hand out blank pieces of paper, and invite the class to anonymously write down any questions they have. Collect the papers, and review them, offering clarification and answers to the appropriate questions. If the question is of a sensual or reproductive nature that is outside the school's scope and sequence, let the student know that their question is a good one, but that the answer should be discussed with their parent(s)/trusted adult, as the focus of your discussions is puberty and body changes.

EDUCATOR NOTE

- Talk to students about having fun during this lesson. Some of the talk will seem embarrassing. They may be tempted to giggle and whisper to their friends. Normalize the embarrassing feelings, but let them know that too much giggling and whispering could cause the class to run out of time before important changes have been discussed. The class environment should be comfortable, open, and fun as this material will make a lasting impression on each student.
- This activity may have the potential for physical, emotional, or sexual abuse disclosure. The facilitator should be aware of policies for the facility where the materials are being presented and follow mandated reporting procedures as well as how to provide the appropriate intervention, counseling, and referrals if disclosures are made.

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Ready, Set, Grow
Discussion Points

Acne

Hormone levels change dramatically during puberty. The increase in certain hormones can make oil gland production spike. The result of this is greasy hair and pimples. While acne is part of growing up, there are some things that can be done to help control it (Such as proper grooming and avoiding greasy food and junk food). A certain amount of acne is unavoidable, so it's very unkind and hurtful to make fun of someone with it.

Emotions and Interests

Moods swings are a part of the growing process as hormones change and the brain continues to develop. In this transition time, they can expect changes in their relationships with their friends and family. Students may feel tired more often and begin to feel more pressure or stress with social groups.

Sperm

Sperm production does not begin until puberty. The testicles begin making sperm during puberty, and it takes about six weeks for sperm to reach maturity. Fully grown testicles produce 2,000 sperm every second. 200 to 500 million sperm are produced daily. Once they reach maturity, they are stored in the epididymis. Sperm are produced in the testes and then are stored in the epididymis, where they wait to be released. When sperm are released, they leave the body by traveling through the vas deferens, which connects to a tube in the penis called the urethra. Before is gets to the urethra, it passes by two glands, the seminal and prostate glands, which release fluids for the sperm to swim in and receive energy. The fluid sperm travel in is called semen. In order for sperm to be released, the penis fills with blood to become enlarged and hard. This is called an erection.

Wet Dreams

At times, when a boy is asleep, he can have an erection and ejaculate. This is known as a nocturnal emission, or a wet dream. Wet dreams may occur during a dream of a sexual nature, but not always. It may or may not wake him up. Semen is wet and it leaves a mark on pajamas or sheets, but it washes out easily. Some boys experience numerous wet dreams, while others may have none at all.

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Responding to Change

OBJECTIVE

To help students think through the proper responses to the changes that accompany the onset of puberty.

MATERIALS



- *Worksheet: Responding to Change on page 245*
- *Answer Key: Responding to Change on page 247*
- *Worksheet: Three Questions on page 249*

STEP BY STEP

1. Distribute the *Responding to Change* worksheet, and have students choose the right responses to the given change.
2. Once the worksheets are completed, pass out the *Responding to Change* answer key, and talk through the answers.
3. Hand out the *Three Questions* worksheet, and direct students to write down three questions about puberty.

CONNECT AT HOME

Send students home with their three questions from Step 3, and encourage them to have a conversation with their parent(s)/trusted adult.

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Responding to Change

WORKSHEET

Fill in the boxes next to the proper responses to the specified changes.

What is Different?	Your Response
Voice Changes	○ Be embarrassed when your voice cracks/squeaks ○ Accept that a changing voice is part of growing up
Body Development	○ Exercise or play sports five times/week ○ Watch television every day after school ○ Eat plenty of fruits and vegetables at meals and snacks ○ Eat chips, cookies and ice cream each day
Body Hair Growth	○ Ask a trusted adult to teach you how to shave ○ Try to figure out how to shave on your own
Oil and Sweat Glands Activation	○ Shower or bathe daily ○ Maintain proper hair care ○ Learn proper skin care ○ Leave deodorant on the shelf ○ Wear clean clothes and underwear every day ○ Wear sweaty clothes when going out with friends or family ○ Use soap and lotion

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Responding to Change

ANSWER KEY

Fill in the boxes next to the proper responses to the specified changes.

What is Different?	Your Response
Voice Changes	○ Be embarrassed when your voice cracks/squeaks ● Accept that a changing voice is part of growing up
Body Development	● Exercise or play sports five times/week ○ Watch television every day after school ● Eat plenty of fruits and vegetables at meals and snacks ○ Eat chips, cookies and ice cream each day
Body Hair Growth	● Ask a trusted adult to teach you how to shave ○ Try to figure out how to shave on your own
Oil and Sweat Glands Activation	● Shower or bathe daily ● Maintain proper hair care ● Learn proper skin care ○ Leave deodorant on the shelf ● Wear clean clothes and underwear every day ○ Wear sweaty clothes when going out with friends or family ● Use soap and lotion

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Three Questions

WORKSHEET

Write three questions about puberty that you will take home to discuss with your parent(s)/trusted adult.

1.

2.

3.

Note to Parent(s)/Trusted Adult: Developing communication around unfamiliar topics is a great start to healthy communication as your child enters adolescence. Make this a fun and comfortable activity for your child. Your time and attention will help to ensure your child understands what they will soon experience, and your commitment to help them through it.

We have discussed these questions at home.

Signature: _____

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Proper Anatomical Names of Body Parts

OBJECTIVE

20 min

- To help students learn and understand the function of the male and female anatomy.

MATERIALS

- *Worksheet: Female Reproductive Anatomy on page 253*
- *Worksheet: Male Reproductive Anatomy on page 254*

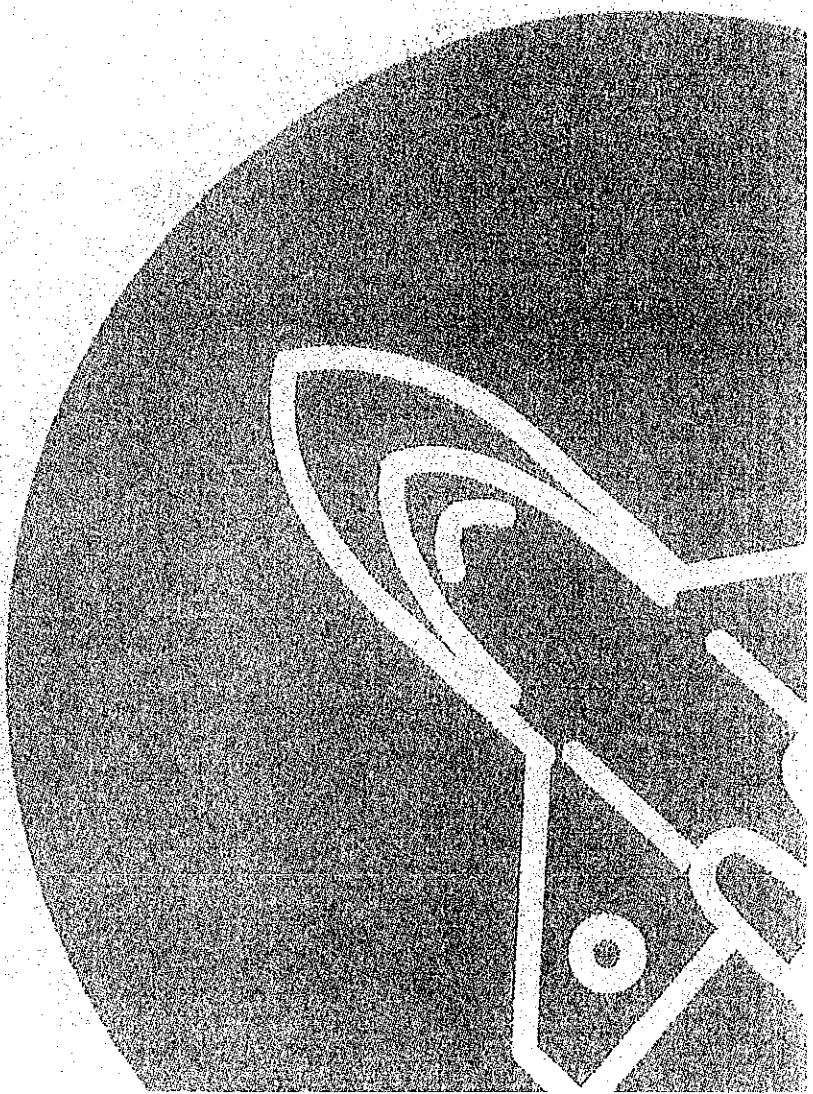
STEP BY STEP

1. Distribute the *Female Reproductive Anatomy* and *Male Reproductive Anatomy* Worksheets.
2. Ask students to select the correct body part and write it in the proper blank on the anatomy diagram.
3. Allow students to grade their own papers as you explain the correct location of each reproductive organ from the list.

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7 Concluding Activities

After completing your REAL Essentials scope and sequence, it is important to gauge its impact. This unit contains a variety of tools that can be used to evaluate what was learned. The feedback received will empower you to continue educating people to have successful relationships.



Lesson: Head, Heart and Feet 261
REAL Essentials Mini-Evaluation 263
Share Your Story of Impact 265
Teacher/Speaker Evaluation 267

REAL Essentials Mini-Evaluation

Summarize your REAL Essentials experience by completing this page. After you finish, return this page to your teacher.

I FEEL:

I LIKED:

I DISLIKED:

I LEARNED:

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Share Your Story of Impact

Write your experience with this content.
Consider addressing 2 or more of the following questions:

- What are one or two things that impacted you during this experience?
- What would you tell a friend or family member in response to your experience?
- What impact will this material have on your future?
- What feedback would you give your teacher about the content?

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Teacher/Speaker Evaluation

Location:_____ **Date:**_____

Speaker's Name:_____

Strongly Disagree *1 2 3 4 5* **Strongly Agree**	1	2	3	4	5
1. The teacher/speaker projects a thorough knowledge of the subject.	1	2	3	4	5
2. The teacher/speaker created a safe learning environment.	1	2	3	4	5
3. The teacher/speaker managed time effectively.	1	2	3	4	5
4. I would recommend this teacher/speaker to others.	1	2	3	4	5
5. The teacher/speaker kept my attention and made learning fun.	1	2	3	4	5

Additional Comments:

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REAL Essentials
STARTING POINT
Topical Index

Confidence and Self-Esteem

Early adolescence can be a difficult season, as trying to fit in is often a struggle. Equipping students with skills for building confidence, self-awareness, and self-acceptance helps establish a solid foundation to combat common insecurities.

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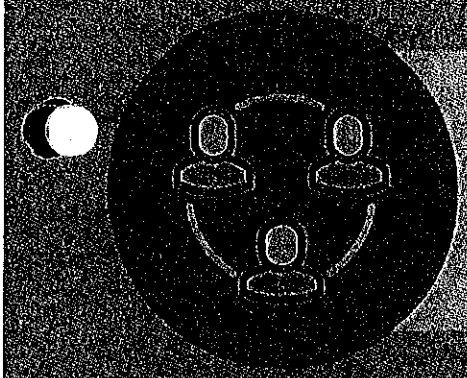
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Get Acquainted Bingo

WORKSHEET

Has Traveled to Another Country	Shoe Size Matches Mine	Has a Fascinating Hobby	Can Roll Their Tongue
Likes Walking in the Rain	Has More Than Six in Family	Was Born in Another State	Plays a Sport
Likes the Same Types of Music	Has a Relative That's Quit Smoking	Shares Same Initials	Is Shorter Than I Am
Has a Pet Other Than a Dog or Cat	Can Name All 7 Dwarfs	Plays a Musical Instrument	Has an Allergy

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Rabbit, Pig, Tiger

OBJECTIVE

To have fun while creating a safe classroom climate.



STEP BY STEP

1. Have students get into pairs and stand back-to-back so both partners can see you (the teacher).
2. Demonstrate the hand gestures for the three animal groups, and have students emulate you at the same time.
   - Rabbit – hold both hands up above your head like rabbit ears
   - Pig – put your fist over your nose
   - Tiger – make tiger claws with both hands held shoulder high
3. Ask the students to put their hands at their sides.
4. Have each student make a gesture with their hands that represents either a rabbit, pig or tiger on the count of three. Count to three, and make sure all pairs are holding up their hands.
5. Ask the students to quickly turn around and face one another while making their hand gestures.
6. Direct all students, whose hand gestures match their partner's, to be seated.
7. Ask those pairs who do not match to turn back to back again.
8. Repeat the exercise, and ask the matching pairs of the second round to be seated. Ask the non-matching pairs to try again.
9. Repeat the exercise a third time. Then, have all students left standing to return to their seats.
10. Ask the class, "What does *Rabbit, Pig, Tiger* have to do with healthy relationships?"
11. Exclaim that the correct answer is, "NOTHING! It just made you laugh, and when you're laughing, you're learning!"

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Concentric Circles

OBJECTIVE

To have fun while creating a safe classroom climate.

10 min

MATERIALS

- *Concentric Circles Open-Ended Statements on page 11*

STEP BY STEP

1. Divide the class into two groups.
2. Ask the first group to get into a circle.
3. Once they have formed a complete circle, ask them to turn 180 degrees, so they are now in a circle but all facing outward.
4. Instruct the second group to form a larger circle around the first group. This should position students face to face all the way around.
5. Ask the inner circle students to answer one of the questions listed on the *Concentric Circles Open-Ended Statements* worksheet. Repeat rotation, highlighting a different question each round.
6. After allowing the inner circle of students to state their answers to the students facing them in the outer circle, ask the outer circle of students to complete the open ended statement with the first honest answer that comes to mind.
7. After both groups have answered the question, ask the outer circle to rotate, in a clock-wise direction, so that each outer circle student is now facing the student that was to the left of the student they previously interacted with. The inner circle stays put.
8. Repeat the procedure, this time using the next open-ended statement. Continue rotations until members of the inner circle have interacted with every student in the outer circle.
9. Arrange the class into a single large circle, and ask for volunteers to share what they learned about their classmates.
10. Ask about and discuss:
    - Spacing—Was it comfortable to be so close?
    - Eye Contact—Did you make it and keep it?
    - Conversational Flow—Was it hard or easy to keep talking?
    - Hygiene—What does hygiene have to do with relationships?

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EDUCATOR NOTE

For large groups, have students form multiple, small, concentric circles.

MAKE AN IMPACT

Use the following gestures to communicate spacing:

- Hold arms straight out. Say, "This is acquaintance space."
- Hold arms with elbows tucked at the waist. Say, "This is friendship space."
- Cross arms over chest. Say, "This is intimate space."

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Concentric Circles

Open-Ended Statements

- If I had one month left to live I would...
- If I could have lived during any past historical period, I would have lived during...
- The season of the year I like best is...
- The earliest thing I remember in my life is...
- If I could change one thing in the world, it would be...
- The ugliest thing I've ever seen is...
- My friends are...
- My favorite three words are...
- My idea of a good time is...
- I get angry when...
- I wish people would...
- On weekends I...
- I hope I'll never...
- I am at my best when...
- I feel proud when...
- My favorite sound is...
- When I think of motorcycles, I...
- The best gift I ever received was...
- My favorite teacher always...
- My parents...
- School is...
- On Saturday I like to...
- If I had another week of summer vacation, I would...
- On Sundays I wish my family would...
- I think my parents should...
- If I had $100 I would...
- Someday I am going to...
- I cry when...
- I'm happy when...
- When people describe me, I think they say...
- I make the world a better place by...

Have your students add their own open-ended statements to this list.

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The Wright Family

OBJECTIVE

To have fun while creating a safe classroom climate.



MATERIALS

- *The Wright Family Story on page 14*
- *Pens*

STEP BY STEP

1. Ask the students to stand shoulder to shoulder in a circle holding their pen in their right hand.
2. Say to the students, "I'm about to read you a story. When you hear the word 'right,' pass your pen to the right. When you hear the word 'left,' pass your pen to the left."
3. Read *The Wright Family Story* aloud. The students will be passing their pens back and forth throughout the reading.
4. When the story is finished, ask, "Does everyone have their own pen?" They will not.
5. Ask the students what would have made the story easier to follow? Responses might include: reading slower, staring at the floor, better concentration and less laughter.
6. Discuss the listening skills it takes to focus on what was being said in this fast moving story.
7. Have students return pens to their rightful owners.

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The Wright Family Story

One day the Wright family decided to take a vacation. The first thing they had to decide was who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course, this made Aunt Linda Wright so mad that she left the house immediately, yelling, "It will be a right cold day before I return."

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright and Shelly Wright and got in the car and left. Unfortunately, as they turned out of the driveway, someone had left a trash can in the street, so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry as he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This, of course, got Mother Wright's attention and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick so she left the car, too. Father Wright was left with Tommy Wright, who was playing a game in the back seat. With all this going on, Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said, "I wish the Wright family had never left the house today!"

From: Activities That Teach by Tom Jackson

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Popcorn

OBJECTIVE

To have fun while creating a safe classroom climate.

up to 10 min

STEP BY STEP

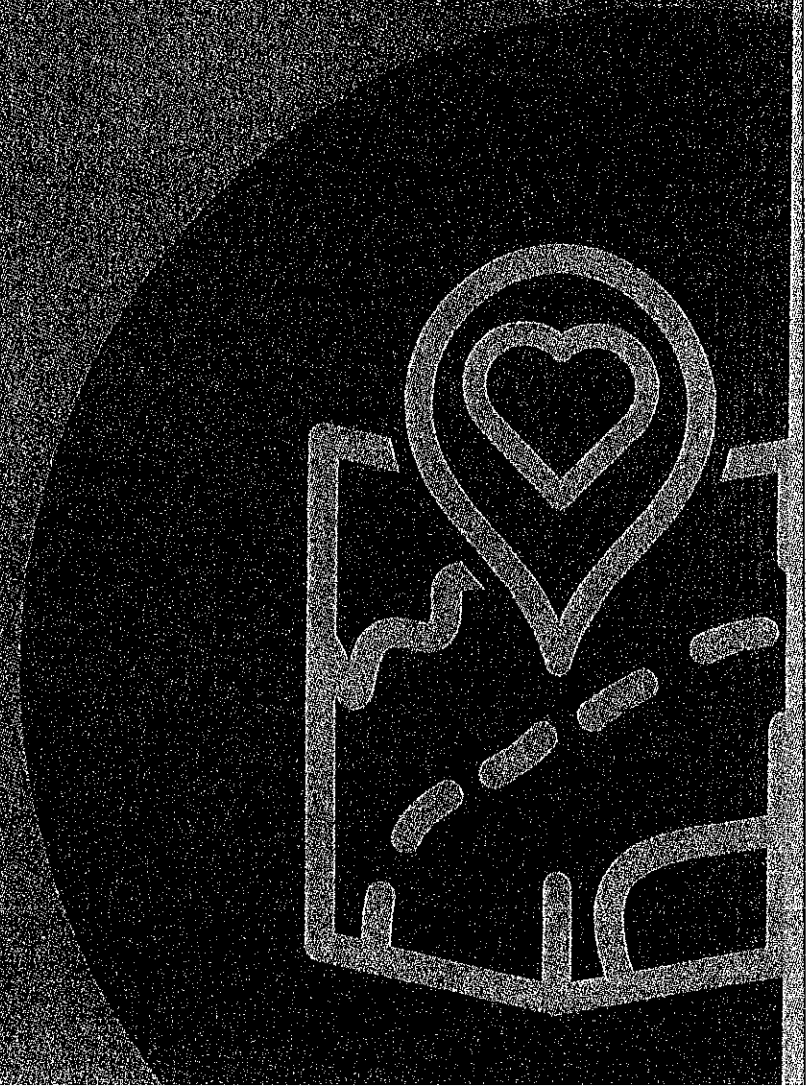
1. Tell the students that you are going to make a statement, and if it applies to them, then they should "pop up" out of their seats briefly, and then sit back down quickly before the next statement is read.
2. Use the following statements, one at a time, allowing adequate time between each one for students to "pop" and return to their seat.
   - I have a sister.
   - I have a brother.
   - I share a bedroom.
   - I am a first born.
   - I am a middle child.
   - I am the youngest child.
   - I moved here from another state.
   - I moved here from another country.
   - I like sports.
   - I know what it's like to have a bad hair day.
   - I know how it feels to be excluded.
   - I have been in an awkward situation.
   - I have felt bad about my height at some point in my life.
   - I have had days when I did not want to come to school.
   - I have had pimples.
   - I have been in a very embarrassing situation before.
   - I have forgotten my lunch at least once.
3. Feel free to add some of your own "pop" statements that you believe will apply to many of those in class.
4. When completed with the statements and responses, point out how there were many times when a large number of students were popping over the same statement. Draw attention to the fact that the students all have far more in common than they might think, and that they share many of the same challenges.

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1 Learning About Yourself and Others

Take a stroll down the self help aisle in any bookstore, and you will find a vast array of books discussing the importance of knowing and taking care of yourself before attempting to develop close relationships with others. Without going through the process of self discovery and exploration, experts say a typical person will have tremendous difficulty in cultivating and maintaining healthy relationships with others. This unit creates opportunity for self discovery while also allowing students to learn about, and better understand, their peers.

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My Whole Self

OBJECTIVES



- To introduce 6 types of intimacy (Physical, Intellectual, Emotional, Social, Spiritual, & Financial).
- To educate students about how each type affects whole person health.

MATERIALS

- *6 buckets marked with one letter (P, I, E, S, S, or F)*
- *Small sheets of paper, each marked with one letter (P, I, E, S, S, or F)*
- *Worksheet: My Whole Self on page 21*
- *Handout: Categories of Intimacy on page 22*

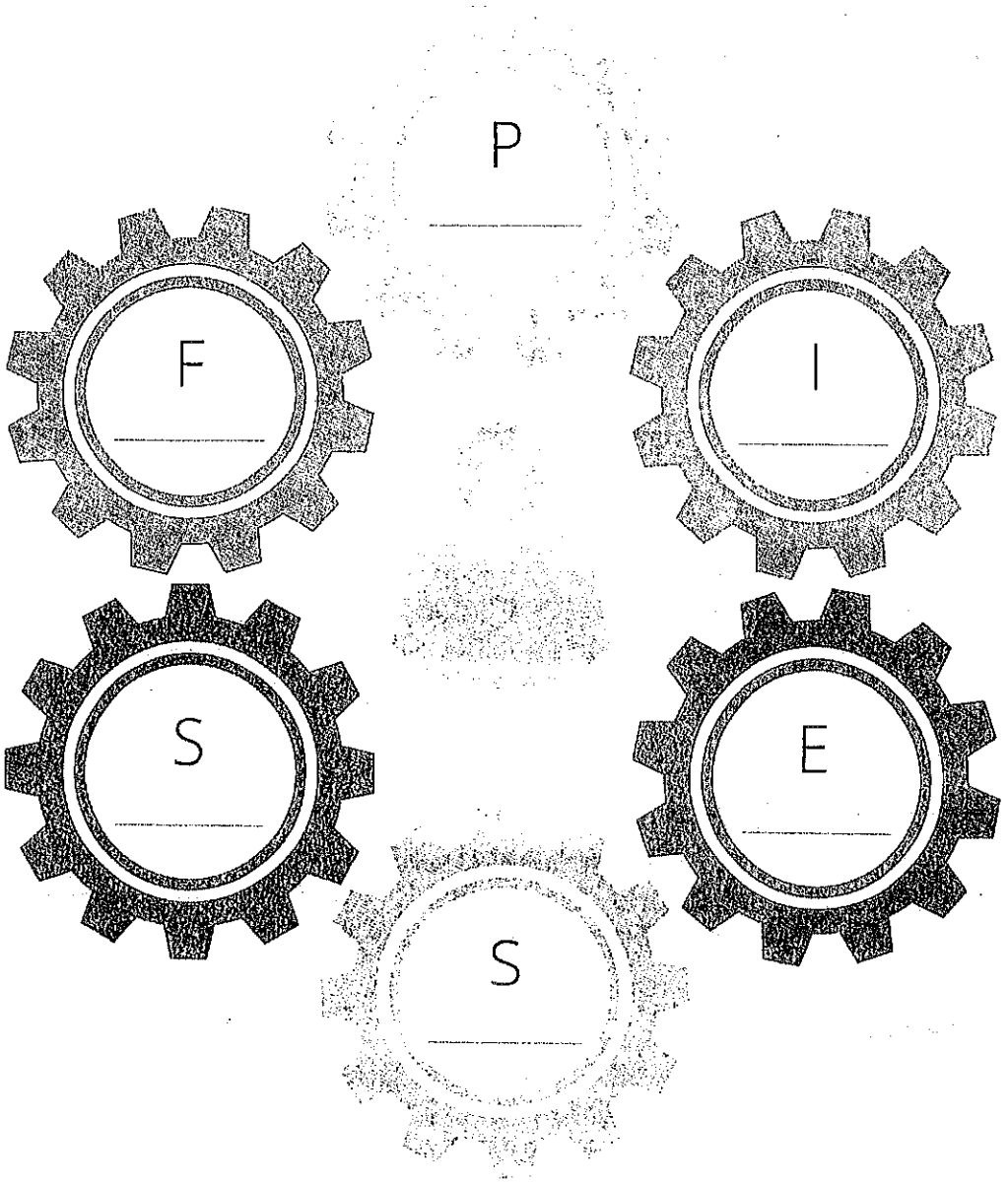
STEP BY STEP

1. Distribute the *My Whole Self* worksheet to each student.
2. Tell the students, "There are multiple ways to grow intimacy in each of these categories. It is important to know that intimacy is not just physical."
3. Share each category of intimacy, and have students write each on the corresponding line.
4. Divide the class into groups, and distribute a small stack of the sheets of paper, each marked with either a P, I, E, S, S, or F.
5. Ask students to brainstorm ways to grow intimacy for each category, and tell them to write their examples on the small pieces of paper. (Example: "F" paper: Work to raise money for a charity together).
6. Tell students to crumble their example into a ball, and toss it into the bucket that matches.
7. After each bucket has a few examples, unwrap a few of the papers, and read them for the class.
8. Utilize the *Categories of Intimacy* handout for further ideas.
9. Have students record examples in the boxes of the *My Whole Self* worksheet.

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My Whole Self

WORKSHEET



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Categories of Intimacy

HANDOUT



Physical Intimacy

The way you engage with physical touch. Examples include: hugging, kissing, snuggling, back rubs, holding hands, and sexual contact.



Intellectual Intimacy

Connecting with how another person thinks and what they are interested in learning. Examples include: taking a class together, reading similar books, exploring current events, or challenging one another to learn something new.



Emotional Intimacy

Knowing one another's emotional wiring and providing the freedom to express emotions, both positively and negatively. Examples include: understanding what makes your partner laugh or cry, permission to express doubts and fears, and a general understanding of one another's personalities and tendencies.



Social Intimacy

How you connect with the people around you, and the things you and your partner engage in for fun. Examples include: sharing a hobby, seeking similar qualities in friendships with others, and how you view, define, and value family.



Spiritual Intimacy

The way you view the world and express the spiritual nature of your hearts. Examples include: attending religious services together, meditating or praying together, sharing similar world views and thoughts about a higher power.



Financial Intimacy

How you approach, view, save, spend, and give money. Examples include: agreeing on budget parameters, discussing life goals for earning an income, your spending habits, and how you view debt.

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Personal Strengths

OBJECTIVE

To help students identify and articulate their own specific strengths, accomplishments and goals.



MATERIALS

- *Worksheet: Personal Strengths on page 25*

STEP BY STEP

1. Distribute a *Personal Strengths* worksheet to each student.
2. Ask each student to list 4 traits they admire about themselves, 4 accomplishments they are proud of, 3 goals they hope to achieve in the next 10 years, and 2 facts about themselves no one else knows.
3. Remind students that their sheets will be collected and read out loud to the class.
4. Ask the students to only write their initials on the back of the sheet.
5. Collect the sheets, and randomly sort them.
6. Read some of the items on a sheet, and allow students to guess the person you are describing. Be sure to start with the most generic attributes, and progress toward the more specific as you go.



MAKE AN IMPACT

Fill out a *Personal Strengths* worksheet on yourself ahead of time (focused primarily on your life up through high school) and discreetly add it to the random mix. This will keep the class guessing and give you an opportunity to relate with them in a new way.

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Personal Strengths

WORKSHEET

List 4 traits you admire about yourself:

1.

2.

3.

4.

List 4 accomplishments you are proud of:

1.

2.

3.

4.

List 3 goals you hope to achieve in the next 10 years:

1.

2.

3.

List 2 interesting facts about yourself nobody else knows:

1.

2.

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Personality Styles

OBJECTIVE

To help students discover their personality style and appreciate the differences in others.





MATERIALS

- *Worksheet: Personality Profile on page 29*
- *Worksheet: Personality Profile Chart on page 30*
- *Handout: Personality Characteristics on page 31*
- *Optional: Pictures or stuffed animals of a Lion, Otter, Golden Retriever and Beaver*

STEP BY STEP

1. Distribute the *Personality Profile* worksheet to each student.
2. Instruct them to circle as many words in each box that are consistent character traits they exhibit at home.
3. Define terms for students as needed.
4. When completed, instruct students to add up the circles in each box, and graph the results on the *Personality Profile Chart* worksheet. (If there is a tie, pick the words that most describe you when you are with good friends).
5. Have the students get into groups according to their personalities.
6. Using the pictures (or stuffed animals) as a visual aid, explain which animal each of the four letters represents:

   L = Lions **O** = Otters **G** = Golden Retrievers **B** = Beavers

7. Using the *Personality Characteristics* handout, read the characteristics of the Lion. Then ask the class, "Based on these qualities, do you think Lions are hard-sided or soft-sided?" Allow the students to guess. Then explain that Lions are hard-sided. They don't let many people into their emotional space.
8. Using the *Personality Characteristics* handout, read the characteristics of the Otter. Then ask the class, "Based on these qualities, do you think Otters are hard-sided or soft-sided?" Allow the students to guess, then explain that Otters are soft-sided. They allow many people into their emotional space.
9. Using the *Personality Characteristics* handout, read the characteristics of the Golden Retriever. Then ask the class, "Based on these qualities, do you think Golden Retrievers are hard-sided or soft-sided?" Allow the students to guess, then explain that Golden Retrievers are soft-sided. They allow many people into their emotional space.

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10. Using the *Personality Characteristics* handout, read the characteristics of the Beaver. Then ask the class, "Based on these qualities, do you think Beavers are hard-sided or soft-sided?" Allow the students to guess, then explain that Beavers are hard-sided. They don't allow many people into their emotional space.
11. After covering the characteristics of all four animal groups, ask: "Which group is best?" Take responses, then explain that no group is best; each one is just different. Then discuss the value of learning to appreciate differences in others.
12. Explain that the goal of a well-rounded person is to take on qualities of all four groups, rather than demonstrating huge peaks and valleys on their *Personality Profile Chart.*
13. Ask the students which animal they think you (the teacher) are?

EDUCATOR NOTE

Remember, it is likely that people have characteristics from each personality, however, we are teaching to their dominant traits.

Before teaching this lesson, prepare and share definitions for the following words that students sometimes have trouble contextualizing: Steadfast, Enterprising, Conscientious, Infectious laughter, Visionary, Analytical, Optimistic, Dry Humor, Discerning. As a best practice, consider teaching a vocabulary lesson utilizing words from the personality inventory ahead of implementing this lesson in you scope and sequence.

MAKE AN IMPACT

Ask the class about how different relationships might work between different animals. For example:

- What might happen if a *Lion* takes an *Otter* to the mall to shop for a prom dress?
- What might happen if two *Golden Retrievers* are trying to decide where to eat lunch?

CONNECT AT HOME

Give extra copies of the *Personality Profile* worksheets and *Personality Characteristics* handouts to your students for them to use with their family and friends outside of class.

Source: Two Sides of Love by Gary Smalley and John Trent

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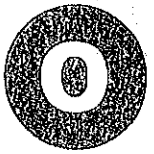
Personality Profile

WORKSHEET

In each box, circle any words or phrases that describe a consistent character trait of yours when you are at home.



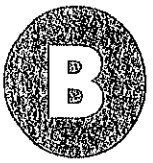
Likes authority	Bold
Takes charge	Purposeful
Determined	Decision maker
Confident	Adventurous
Firm	Strong-willed
Enterprising	Independent
Competitive	Controlling
Enjoys challenges	Persistent
Problem solver	Action oriented
Productive	Leader



Enthusiastic	Likes variety
Takes risks	Spontaneous
Visionary	Enjoys change
Motivator	Creative
Energetic	Group oriented
Very verbal	Optimistic
Promoter	Initiator
Friendly	Infectious laughter
Enjoys popularity	Inspirational
Fun-loving	Flexible



Sensitive feelings	Dry Humor
Loyal	Adaptable
Consistent	Sympathetic
Non-demanding	Thoughtful
Avoids confrontations	Nurturing
Enjoys routine	Patient
Dislikes change	Tolerant
Warm	Good listener
Gives in	Peacemaker
Indecisive	Steadfast



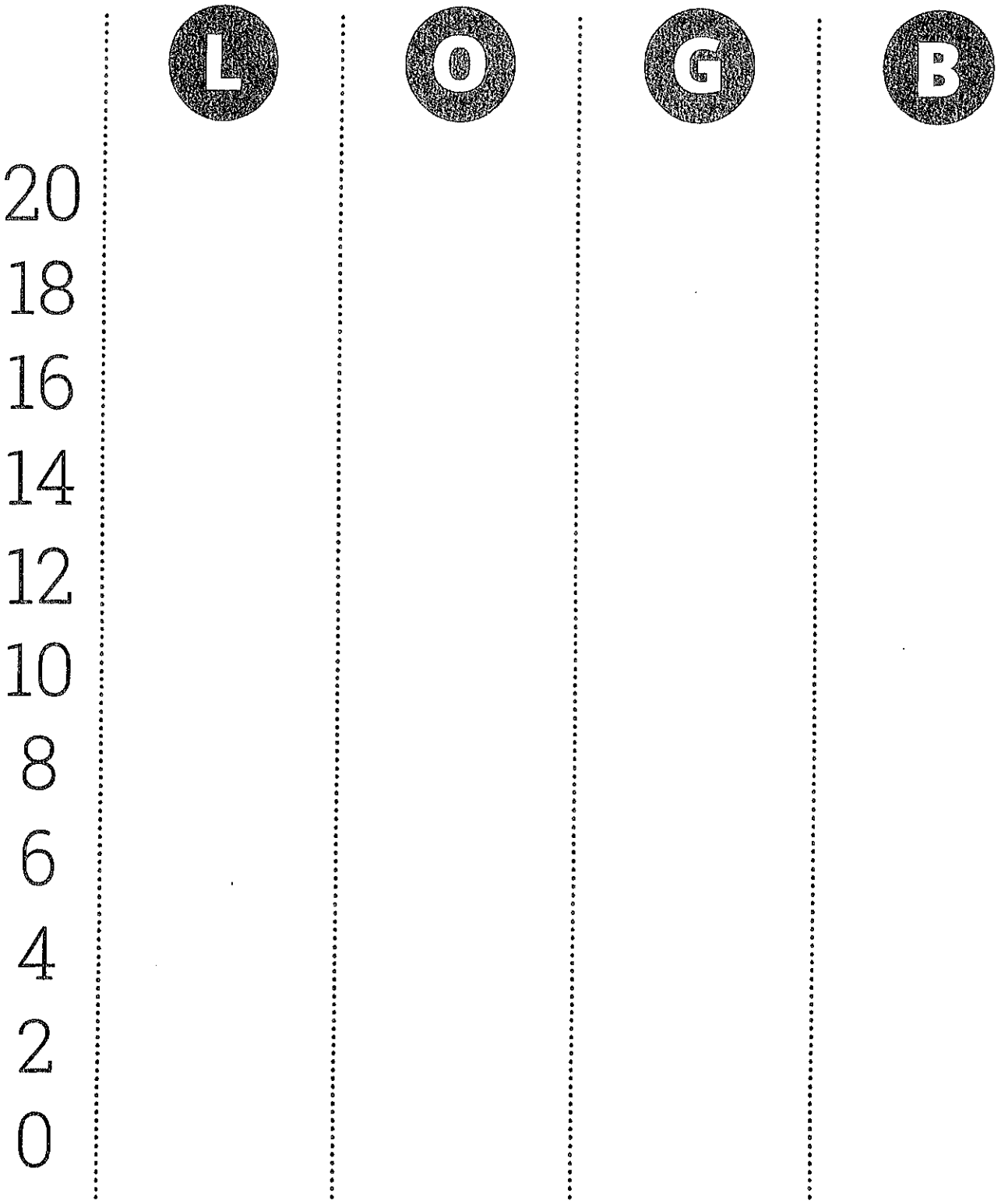
Enjoys instructions	Perfectionist
Accurate	Discerning
Consistent	Detailed
Controlled	Analytical
Reserved	Inquisitive
Predictable	Precise
Practical	Persistent
Orderly	Scheduled
Factual	Sensitive
Conscientious	Intentional

After circling all applicable words, add up the number of circles in each box, and graph it on Personality Profile Chart.

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Personality Profile Chart

WORKSHEET



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Personality Characteristics

HANDOUT

Lions:

(Hard-Sided)

MOTTO:
"LET'S DO IT NOW!"

- are born leaders
- like to accomplish things with immediate results
- are doers
- are decisive, but may not consult others
- want "bottom line" communication (short & sweet)
- often feel threatened by questions
- are not afraid of pressure or confrontation
- are bosses (or at least they think they are)
- love to solve problems
- want directives followed without questioning
- demand allegiance
- love to change things

LIONS LOVE TO WIN.

Relational Challenge for Lions

Once Lions roar, others can become afraid or intimidated by them. People keep them at an emotional arm's distance because they seem distant, angry, unapproachable or all three. The challenge for lions is to not compromise their hard-sided strengths while adopting some soft-sided traits.

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Personality Characteristics

HANDOUT

Otters:

(Soft-Sided)

MOTTO:
"TRUST ME, IT WILL WORK OUT."

- are great at motivating others to action
- tend to avoid confrontation at all costs
- focus on the future
- tend to avoid the fine print
- are tremendous networkers (but won't know anyone's last name)
- are susceptible to peer pressure
- are excitable
- love to talk
- want to be involved in decisions
- are optimistic
- enjoy off-the-wall humor
- can have 25 best friends
- have a strong desire to be liked
- are soft and encouraging with people

OTTERS' KEY PHRASE IS "LIGHTEN UP!"

Relational Challenge for Otters

Otters find it easy to be soft on people. It is also easy for them to be soft on problems. Otters need to learn to say "No" and provide the hard-side balance of healthy boundary setting.

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Personality Characteristics

HANDOUT

Golden Retrievers:

(Soft-Sided)

- are fiercely loyal
- have a deep need to please others
- have hearts full of compassion
- often react strongly to sudden changes
- define the word "adaptable"
- hold stubbornly to what they feel is right
- will have only a few close friends, but will have deep friendships
- can absorb incredible emotional pain and remain committed
- can be indecisive
- are great listeners and encouragers
- are great procrastinators
- are empathizers
- need to be prepared for change

MOTTO: "LET'S KEEP THINGS THE WAY THEY ARE."

WORDS THAT MAY BE AN EMOTIONAL PEBBLE TO A LION CAN BE A 10 LB. WEIGHT TO A GOLDEN RETRIEVER.

Relational Challenge for Golden Retrievers

Golden Retrievers' strong tendency toward the soft-side of love can lead to issues of co-dependence and enabling. Golden Retrievers need to learn to balance their natural soft-side with some hard-side qualities.

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Personality Characteristics

HANDOUT

Beavers:

(Hard-Sided)

MOTTO:
"LET'S DO IT RIGHT!"

- keep a close watch over emotions
- actually read the instruction manuals and then alphabetically file them
- like to make careful and intentional decisions
- like to use their critical thinking skills to solve problems
- often turn anger inward
- tend to focus on the past
- like maps, charts and organization
- provide great quality control
- have deep feelings for those they love
- have high standards and like rules and consistency
- will slow down under pressure
- need a non-critical atmosphere to do their best work
- need praise of their character as well as of their accomplishments

BEAVERS GO "BY THE BOOK."

Relational Challenge for Beavers

Beavers make wonderful employees, friends and family members, but an out-of-balance Beaver tends to relate only on the hard-side of love and relationships, which puts them at risk for losing at love. Soft-sided traits need to be incorporated into their relationships.

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The Adolescent Brain

OBJECTIVE

To teach students about adolescent brain development and the importance of adult guidance in their lives while they wait for their pre-frontal cortex to further develop.



MATERIALS

- *Computer or smart phone*
- *Worksheet: What I Learned Through Research on page 37*
- *Answer Key: What I Learned Through Research on page 38*

STEP BY STEP

1. Cluster the students into groups of 4, and have each group work together to research adolescent brain development.
2. Once completed, distribute the *What I Learned Through Research* worksheet, and have the students work in their group to complete the sheet.
3. Read through each question, and invite a representative from each group to state what they found.
4. After each group gives their opinion on the answer, refer to the *What I Learned Through Research* answer key to reveal the correct answer.
5. Host a discussion regarding the implications of what they have just learned about adolescent brain development.

MAKE AN IMPACT

To apply the research regarding the adolescent brain in an activity based format, consider pairing this lesson with the *Making Healthy Decisions* lesson on page *249*.

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What I Learned Through Research

WORKSHEET

1. **Fill in the blanks:** The pre-frontal cortex is located in the _____ _____ of the brain.
2. **Multiple choice:** The pre-frontal cortex:
   a. plans, strategizes and organizes
   b. helps maintain balance
   c. is the language center
3. **Fill in the blank:** The time of adolescence can be defined by _____ _____.
4. **True or False:** The brain is completely developed by age 15.
5. **Circle the correct underlined word:** The "pruning" that takes place in the brain helps define pathways in the brain. Using the pathways <u>strengthens</u> or <u>weakens</u> those connections.
6. **Fill in the blank:** Dopamine is a _____ and _____.
7. **True or False:** When dopamine cells in the pleasure circuit of the brain are activated, people get a feeling of well-being/happiness.
8. **Fill in the blank:** Two healthy behaviors where dopamine helps you are: _____.
9. **Fill in the blank:** Epinephrine is responsible for the fight or _____ response.
10. **Fill in the blank:** Oxytocin is known for being a _____ hormone.
11. **True or False:** Endorphins are known as the "bad" hormones.
12. **True or False:** Drugs and alcohol can increase the level of dopamine, which further encourages risks.
13. **Fill in the blank:** Tobacco and pornography can both be _____.
14. **Fill in the blanks:** Two things that can help your brain grow in a healthy manner are: 1. _____ 2. _____.
15. **Fill in the blanks:** When making difficult decisions, you should: 1. _____ 2. _____ 3. _____.

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What I Learned Through Research

ANSWER KEY

1. **Fill in the blanks:** The pre-frontal cortex is located in the frontal lobe of the brain.
2. **Multiple choice:** The pre-frontal cortex:
   a. plans, strategizes and organizes
   b. helps maintain balance
   c. is the language center
3. **Fill in the blank:** The time of adolescence can be defined by the time between puberty and the time you take on adult roles and responsibilities (generally speaking, ages 13-25).
4. **True or False:** The brain is completely developed by age 15.
5. **Circle the correct underlined word:** The "pruning" that takes place in the brain helps define pathways in the brain. Using the pathways strengthens or weakens those connections.
6. **Fill in the blank:** Dopamine is a neurotransmitter and hormone.
7. **True or False:** When dopamine cells in the pleasure circuit of the brain are activated, people get a feeling of well-being/happiness.
8. **Fill in the blank:** Two healthy behaviors where dopamine helps you are: winning awards, enjoying learning, making decisions, controlling impulses, making judgments.
9. **Fill in the blank:** Epinephrine is responsible for the fight or flight response.
10. **Fill in the blank:** Oxytocin is known for being a bonding hormone.
11. **True or False:** Endorphins are known as the "bad" hormones.
12. **True or False:** Drugs and alcohol can increase the level of dopamine, which further encourages risks.
13. **Fill in the blank:** Tobacco and pornography can both be addictive.
14. **Fill in the blanks:** Two things that can help your brain grow in a healthy manner are: get enough rest, seek to understand yourself, give yourself time to grow and mature, don't get mad at yourself, get involved in sports, creativity, jobs or community service.
15. **Fill in the blanks:** When making difficult decisions, you should: 1. stop 2. think 3. choose with intent.

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Basic Needs of the Heart

OBJECTIVE

To help students evaluate the condition of their heart.



MATERIALS



- *Worksheet: Basic Needs of the Heart on page 41*
- *Handout: Human Needs on page 43*

STEP BY STEP

1. Distribute the *Basic Needs of the Heart* worksheet.
2. Explain the "Rate Yourself" scale on the bottom of the worksheet, and have students choose a number that matches their current emotional state.
3. Using a pen or marker, instruct students to draw a line across the number they choose, and color in the space below their line.
4. Identify the gap space between their rating and a rating of "10".
5. Ask students, "What are examples of things you do to try and fill the empty space in your heart?"
6. Ask students, "Are the examples we shared healthy or unhealthy strategies for filling your heart?"
7. Tell students, "It is difficult to love others from a place of emptiness. Try and find healthy ways to fill your heart in order to live in a place of fullness and to have the resources to care for yourself and others."
8. Distribute the *Human Needs* handout, and discuss which needs may be missing. Define the needs that might be abstract, and when possible, connect students with healthy resources to meet them.

MAKE AN IMPACT

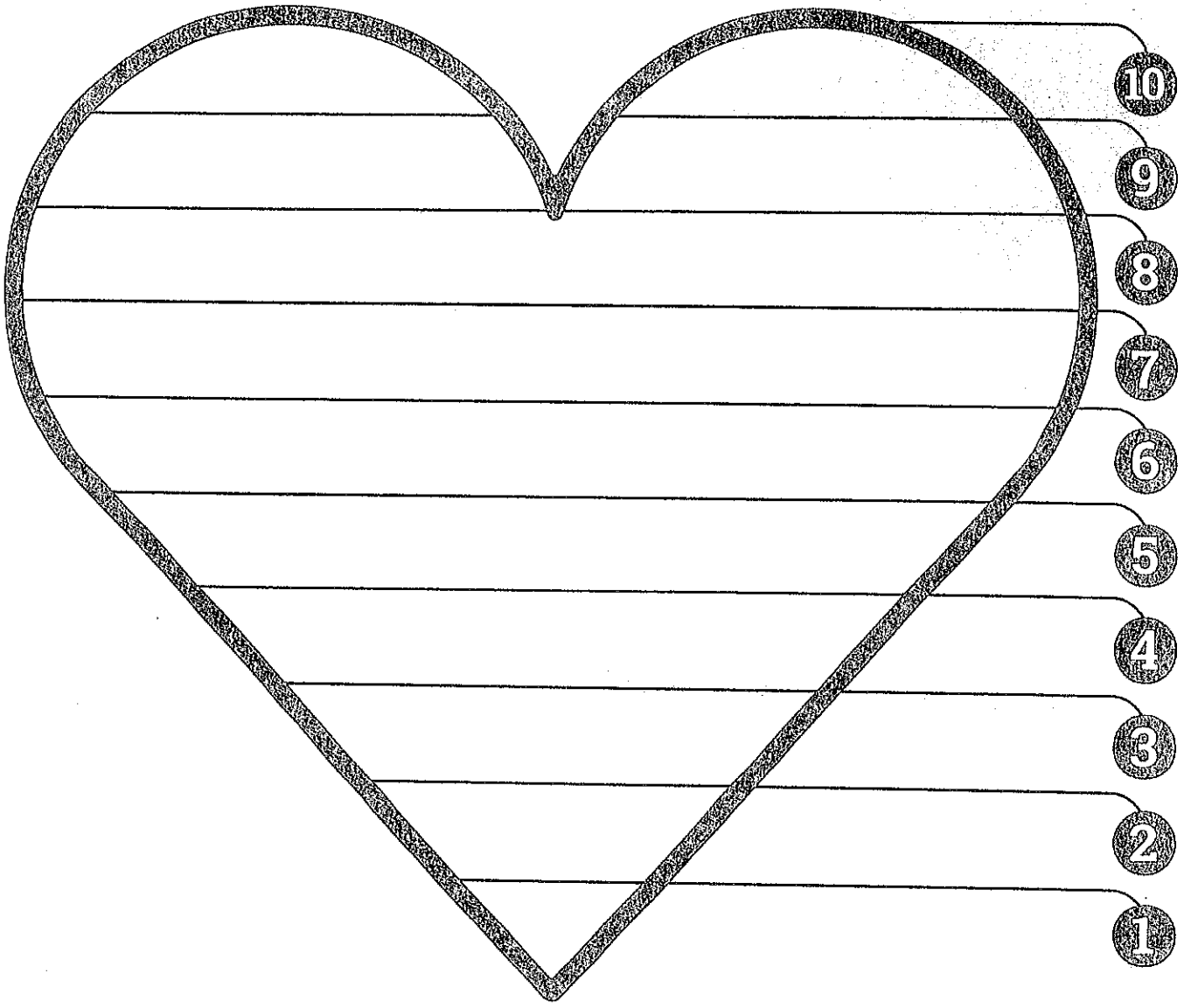
Make multiple copies of the *Basic Needs of the Heart* worksheet to utilize with students at different points throughout the course. Assess if their rating changes as students learn new skills.

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Basic Needs of the Heart

WORKSHEET

Mark how full your heart is on a scale of 0-10.



Rate Yourself: On a scale of 0 - 10, where is your heart?



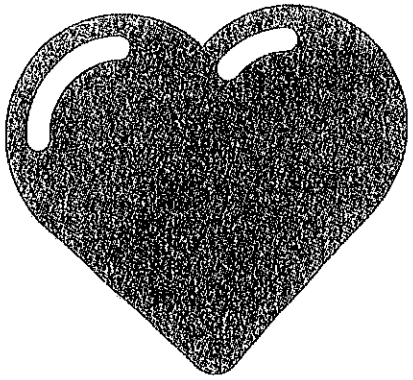
Depressed
Unloved
I don't matter
I am scared
I am unacceptable

I am worthy of love
I am making a difference
I belong
I am happy and confident
I am acceptable and capable

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Basic Needs of the Heart

WORKSHEET

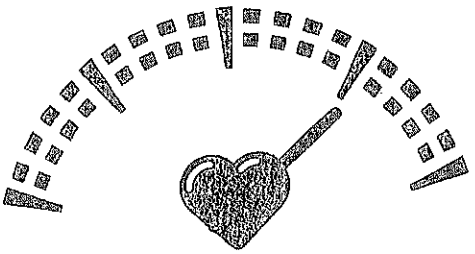


Basic Needs of the Human Heart

- Acceptance
- Love
- Worth
- Sense of belonging
- Being able to make a difference (empowerment)
- Sense of security
- "I need to matter"

How Full Is Your Heart?

Imagine your heart as a gas tank. If it is empty, it can be hard to love and care for others. If your tank is full, you are more capable of loving others.



Rate Yourself: On a scale of 0 - 10, where is your heart?

0 1 2 3 4 5 6 7 8 9 10

Depressed
Unloved
I don't matter
I am scared
I am unacceptable

I am worthy of love
I am making a difference
I belong
I am happy and confident
I am acceptable and capable

Adapted from Toward a Psychology of Being by Abraham Maslow.

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Human Needs

HANDOUT

CONNECTION

acceptance
affection
appreciation
belonging
cooperation
communication
closeness
community
companionship
compassion
consideration
consistency
empathy
inclusion
intimacy
love
mutuality
nurturing
respect/self-respect
safety
security
stability
support
to know and be known
to see and be seen
to understand and be understood
trust
warmth

PHYSICAL WELL-BEING

air
food
movement/exercise
rest/sleep
safety
shelter
touch
water

HONESTY

authenticity
integrity
presence

PLAY

joy
humor

PEACE

beauty
communion
ease
equality
harmony
inspiration
order

AUTONOMY

choice
freedom
independence
space
spontaneity

MEANING

awareness
celebration of life
challenge
clarity
competence
consciousness
contribution
creativity
discovery
efficacy
effectiveness
growth
hope
learning
mourning
participation
purpose
self-expression
stimulation
to matter
understanding

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How Do You Feel Loved?

OBJECTIVES



- To help students discover their primary and secondary love languages.
- To help them understand how someone gives and receives love.

MATERIALS



- *Worksheet: How Do You Feel Loved? on page 47*
- *Love Tank Shirt*
- *Small Balloons*
- *Markers (blunt tipped for writing on balloons)*

STEP BY STEP

1. Explain to students that we naturally tend to give love and affection the same way we like to receive it (which is not necessarily the way the person we are giving our love and affection to likes to receive it). This is called your *Love Language*.
2. Distribute the *How Do You Feel Loved?* worksheet. Ask the students to darken the circles that make them feel loved.
3. Once completed, have students add up the number of darkened circles in each category.
4. The category with the most dark circles is probably the student's primary *Love Language*. The category with the second most darkened circles is probably their secondary *Love Language*.
5. Once the students discover their *Love Languages*, distribute balloons, and have the students blow them up. When they are done, ask for a volunteer to come to the front of the room and share their primary *Love Language*.
6. Have the volunteer put on the *Love Tank Shirt*. Then, ask the group to write examples of ways to communicate love to that person (based on their primary *Love Language*) on their balloons.
7. Once students have finished writing examples on the balloons, collect them. Read each example from the balloons, and stuff them into the volunteer's *Love Tank Shirt*. This lesson visually illustrates how people can live life with a full love tank.

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8. After the shirt is full of balloons, ask the volunteer, "If you left this room wearing this shirt full of balloons, how would people respond to you?" (Sample answers may include: People would laugh, people would smile, people might come ask you questions). Say to the students, "All of those examples are correct. The visual takeaway from this illustration is that when you are loved well, people notice. No one can hide it when their heart is full."
9. In closing, ask the student to remove the balloons but to continue wearing the shirt. Ask the question, "Which is more comfortable, to be wearing the *Love Tank Shirt* while it's stuffed with balloons? Or to wear the *Love Tank Shirt* without it being stuffed with balloons?" (Most students will say, 'It's more comfortable to wear the empty, baggy shirt'). Affirm this answer, and follow it by saying, "Asking for more of what our hearts need can feel uncomfortable. However, it is important to communicate to family and friends the best ways for them to love you in order to fill your tank. Sometimes we get comfortable hiding, and feel lonely or empty. Even if it feels difficult at first, teaching people how to best love you is an important part of living with a full heart."

EDUCATOR NOTE

This lesson showcases very well if the volunteer's primary love language is *Words of Affirmation*. Samples of what students write on their balloons may include:

Encouraging notes, thoughtful text messages, greeting cards, or written compliments: "You have great style", "I appreciate your smile", "You are a loyal friend".

MAKE AN IMPACT

Ask students to share this information and discover the love language of their family members, friends, coaches and teammates.

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How Do You Feel Loved?

WORKSHEET

There are 5 categories of giving and receiving love. To figure out your primary love language, fill in the circle next to each description that applies to you in each category listed below. The category with the most dark circles is probably your primary love language. The category with the second most dark circles is probably your secondary one. The value of knowing how you feel loved is that you can express that to people, enabling them to express love in a more meaningful way to you.

WORDS OF AFFIRMATION

- ○ I feel loved most when someone compliments me.
- ○ I feel loved most when someone notices the little things they like about me.
- ○ I feel loved most when someone makes me feel good about myself.
- ○ I feel loved most when someone expresses their feelings toward me.
- ○ I feel loved most when someone says nice things about me in front of others.
- ○ I feel loved most when someone encourages me verbally.

QUALITY TIME

- ○ I feel loved most when someone spends time with me.
- ○ I feel loved most when someone focuses their full attention on me.
- ○ I feel loved most when someone does things that I want to do.
- ○ I feel loved most when someone is with me.
- ○ I feel loved most when someone wants to take me to lunch.
- ○ I feel loved most when someone sits and listens to me.

Continued on next page

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How Do You Feel Loved?

WORKSHEET

RECEIVING GIFTS

- ○ I feel loved most when someone gives me flowers.
- ○ I feel loved most when someone makes me things.
- ○ I feel loved most when someone sends me a card or letter.
- ○ I feel loved most when someone gives me the gift of time.
- ○ I feel loved most when someone finds something for me that reminds them of me.
- ○ I feel loved most when someone surprises me with little tokens of affection.

ACTS OF SERVICE

- ○ I feel loved most when someone does things for me.
- ○ I feel loved most when someone surprises me by completing a project with me.
- ○ I feel loved most when someone helps me with things.
- ○ I feel loved most when someone tries to make my life easier.
- ○ I feel loved most when someone does things cheerfully.
- ○ I feel loved most when I don't have to ask for help.

PHYSICAL TOUCH

- ○ I feel loved most when someone hugs me.
- ○ I feel loved most when someone scratches my back.
- ○ I feel loved most when someone sits close to me.
- ○ I feel loved most when someone holds me when I cry.
- ○ I feel loved most when someone holds my hand.
- ○ I feel loved most when someone encourages me with a high five.

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Emotional Needs

OBJECTIVE

To help students discover, understand, and articulate their emotional needs.



MATERIALS

- *Worksheet: Emotional Needs on page 51*

STEP BY STEP

1. Distribute the *Emotional Needs* worksheet.
2. Read the definition of each emotional need.
3. Instruct students to check the boxes of their top 5 emotional needs.
4. Have students prioritize their top 5 emotional needs, and write them on the worksheet.
5. Ask students to volunteer to explain why they chose the emotional needs that they did.
6. Facilitate a discussion about the importance of identifying your emotional needs.

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Emotional Needs

WORKSHEET

Check the boxes that indicate your top 5 emotional needs.

☐ Trust	☐ Respect	☐ Validation
☐ Caring	☐ Appreciation	☐ Reassurance
☐ Acceptance	☐ Devotion	☐ Approval
☐ Understanding	☐ Admiration	☐ Encouragement

DEFINITIONS

Trust: A firm belief in the reliability, truth, ability, or strength of someone.

Caring: Displaying kindness and concern.

Acceptance: Agreement with or belief in an idea or opinion.

Understanding: Sympathetically aware of other people's feelings; tolerant and forgiving.

Respect: A feeling of deep admiration for someone.

Appreciation: The recognition and enjoyment of the good qualities of someone.

Devotion: Love, loyalty, or enthusiasm for someone.

Admiration: Respect and warm approval.

Validation: To demonstrate or support the truth or value of a person's ideas.

Reassurance: To remove someone's doubts or fears.

Approval: Agreeing to something as correct.

Encouragement: Giving someone support, confidence, or hope.

Prioritize your top 5 emotional needs below:

1. _____
2. _____
3. _____
4. _____
5. _____

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Are You Enough?

OBJECTIVE

To assure students of their worth and value regardless of merit, performance, or appearance.



MATERIALS

- *Worksheet: Are You Enough? on page 55*

STEP BY STEP

1. Distribute the *Are You Enough?* worksheet.
2. Ask volunteers to read a few of the questions out loud.
3. Ask students if the answer to these questions feels more like a "no" or a "yes" on a day to day basis.
4. If they choose "no", explain that not feeling enough is very common; however, stress that searching for value by comparing yourself to others, or aiming to be the best in everything, is always going to disappoint.
5. Assure your students that they are enough.
6. Ask students to complete the bottom section of the worksheet on their own.
7. Conclude by reading the following. *"As life progresses, this list keeps growing. It never ends. If you measure yourself against this list, you will rarely feel that you are enough, rarely be satisfied, and rarely find happiness or contentment. What you need to know is that* ***You Are Enough!*** *Being enough is the beginning of confidence and contentment."*

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Are You Enough?

WORKSHEET

1. Are you thoughtful enough?
2. Are you smart enough?
3. Are you ambitious enough?
4. Are you tall enough?
5. Are you fit enough?
6. Are you quiet enough?
7. Are you talented enough?
8. Are you attractive enough?
9. Are you outgoing enough?
10. Are you social enough?
11. Are you interesting enough?
12. Are you rich enough?
13. Are you spiritual enough?
14. Are you emotional enough?
15. Are you logical enough?
16. Are you stylish enough?
17. Are you popular enough?
18. Are you funny enough?
19. Are you graceful enough?
20. Are you determined enough?
21. Are you sensitive enough?
22. Are you loyal enough?
23. Are you creative enough?
24. Are you relational enough?
25. Are you enterprising enough?
26. Are you confident enough?
27. Are you strong enough?
28. Are you competitive enough?
29. Are you goal driven enough?
30. Are you verbal enough?
31. Are you friendly enough?
32. Are you adaptable enough?
33. Are you persistent enough?
34. Are you patient enough?
35. Are you kind enough?
36. Are you adventurous enough?
37. Are you brave enough?
38. Are you energetic enough?
39. Are you optimistic enough?
40. Are you analytic enough?

Choose 3 of the questions above. Transform each question to a statement by writing your name and the character description from each question on the blanks below.

1. _____ is _____ enough.
2. _____ is _____ enough.
3. _____ is _____ enough.

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Asset Assessment

OBJECTIVES

- To help students, and their parent(s)/trusted adult, identify developmental assets.
- To learn that having more assets makes students less likely to get involved in high-risk behaviors.

up to 20 min

MATERIALS

- *Worksheet: Assessing Your Assets (to be completed by student) on page 59*
- *Handout: Assessing Your Assets Letter on page 61*
- *Worksheet: Assessing Your Assets (Take Home) on page 62*
- *Handout: Ideas for Building Assets on page 63*

STEP BY STEP

1. Before the class begins, create a take home packet for each student consisting of the following:
   - *Assessing Your Assets Letter* handout
   - *Assessing Your Assets (Take Home)* worksheet
   - *Ideas for Building Assets* handout
2. Distribute the *Assessing Your Assets (to be completed by student)* worksheet to each student.
3. Read each asset aloud, and ask the students to circle the ones they believe they possess.

MAKE AN IMPACT

Keep both asset worksheets (*Student* and *Take Home*) in the student's portfolio for discussion at a later date. This can be a helpful tool for conferences.

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CHARACTER SPOTLIGHT

Honesty:

Authentic, real, not lying, stealing or cheating. Not taking unfair advantage. Trustworthy, truthful, genuine.

Ask students to write a paragraph about a person who demonstrated honesty. This individual could be somebody they know or have read about. Also, ask students to describe why this character trait is especially important in relationships.

Self-Control:

To place one's self under authority. To regulate one's own behavior. To hold in behavioral restraint.

Discuss how the lack of self-control can create problems in a person's life. Talk about this concept as it relates to obesity, drug and alcohol use, gambling, shoplifting, addictions, school failure and sexual behavior.

CONNECT AT HOME

Send take home packets home with students (see step 1), and if time permits, discuss the assets in class the following day.

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Assessing Your Assets
(to be completed by student)

WORKSHEET

Circle the assets you possess.

	CATEGORY	ASSET NAME AND DEFINITION
EXTERNAL ASSETS	SUPPORT	**1. Family Support** Family life provides high levels of love and support.
		2. Positive Family Communication Young person and parent(s)/trusted adult communicate positively, and young person is willing to seek advice and counsel from parent(s)/trusted adult.
		3. Other Adult Relationships Young person receives support from three or more nonparent adults.
		4. Caring Neighborhood Young person experiences caring neighbors.
		5. Caring School Climate School provides a caring, encouraging environment.
		6. Parent Involvement in Schooling Parent(s) are actively involved in helping young person succeed in school.
	EMPOWERMENT	**7. Community Values Youth** Young person perceives that adults in the community value youth.
		8. Youth as Resources Young people are given useful roles in the community.
		9. Service to Others Young person serves in the community one hour or more per week.
		10. Safety Young person feels safe at home, school and in the neighborhood.
	BOUNDARIES & EXPECTATIONS	**11. Family Boundaries** Family has clear rules and consequences and monitors the young person's whereabouts.
		12. School Boundaries School provides clear rules and consequences.
		13. Neighborhood Boundaries Neighbors take responsibility for monitoring young people's behavior.
		14. Adult Role Models Parent(s) and other adults model positive, responsible behavior.
		15. Positive Peer Influence Young person's best friends model responsible behavior.
		16. High Expectations Both parent(s)/trusted adult and teachers encourage the young person to do well.
	CONSTRUCTIVE USE OF TIME	**17. Creative Activities** Young person spends 3 or more hours per week in lessons or practice in music, theater or other arts.
		18. Youth Programs Young person spends 3 or more hours per week in sports, clubs or organizations at school and/or in the community.
		19. Religious Community Young person spends 1 or more hours per week in activities in a religious institution.
INTERNAL ASSETS	COMMITMENT TO LEARNING	**20. Time at Home** Young person is out with friends "with nothing special to do" 2 or fewer nights per week.
		21. Achievement Motivation Young person is motivated to do well in school.
		22. School Engagement Young person is actively engaged in learning.
		23. Homework Young person reports doing at least one hour of homework every school day.
		24. Bonding to School Young person cares about school.
		25. Reading for Pleasure Young person reads for pleasure 3 or more hours per week.
		26. Caring Young person places high value on helping other people.
	POSITIVE VALUES	**27. Equality and Social Justice** Young person places high value on promoting equality and reducing hunger and poverty.
		28. Integrity Young person acts on convictions and stands up for beliefs.
		29. Honesty Young person "tells the truth even when it is not easy."
		30. Responsibility Young person accepts and takes personal responsibility.
		31. Restraint Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	SOCIAL COMPETENCIES	**32. Planning and Decision Making** Young person knows how to plan ahead and make choices.
		33. Interpersonal Competence Young person has empathy, sensitivity and friendship skills.
		34. Cultural Competence Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	POSITIVE IDENTITY	**35. Resistance Skills** Young person can resist negative peer pressure and dangerous situations.
		36. Peaceful Conflict Resolution Young person seeks to resolve conflict nonviolently.
		37. Personal Power Young person feels in control over "things that happen to me."
		38. Self-Esteem Young person reports having a high self-esteem.
		39. Sense of Purpose Young person reports that "my life has a purpose."
		40. Positive View of Personal Future Young person is optimistic about personal future.

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Assessing Your Assets
Letter

HANDOUT

Dear Caregiver(s),

Your child is bringing an assessment home that we discussed in class identifying 40 developmental assets. Assets is another word for protective and resiliency factors for your child. The research informs the field of child development that the more assets a child has, the less likely they are to get involved in high-risk behaviors. This research comes from the Search Institute in Minneapolis, Minnesota. (*http://www.search-institute.org/research/developmental-assets*)

Please read the following packet outlining the 40 developmental assets, and circle those you feel are present for your child. After completing this activity, you and your child will have a better understanding of where assets exist and where they can grow. This packet contains practical ideas for growing assets in your family. Use this as a resource and a tool to further nurture and develop assets around your child. This best prepares them for a successful future. Thank you for allowing me to be a part of the community that helps direct positive decision making.

Sincerely,

Your child's REAL Essentials instructor

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Assessing Your Assets
(Take Home)



Circle the assets your child possesses.

	CATEGORY	ASSET NAME AND DEFINITION
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		3. Other Adult Relationships Young person receives support from three or more nonparent adults.
		4. Caring Neighborhood Young person experiences caring neighbors.
		5. Caring School Climate School provides a caring, encouraging environment.
		6. Parent Involvement in Schooling Parent(s) are actively involved in helping young person succeed in school.
	EMPOWERMENT	**7. Community Values Youth** Young person perceives that adults in the community value youth.
		8. Youth as Resources Young people are given useful roles in the community.
		9. Service to Others Young person serves in the community one hour or more per week.
		10. Safety Young person feels safe at home, school and in the neighborhood.
	BOUNDARIES & EXPECTATIONS	**11. Family Boundaries** Family has clear rules and consequences and monitors the young person's whereabouts.
		12. School Boundaries School provides clear rules and consequences.
		13. Neighborhood Boundaries Neighbors take responsibility for monitoring young people's behavior.
		14. Adult Role Models Parent(s) and other adults model positive, responsible behavior.
		15. Positive Peer Influence Young person's best friends model responsible behavior.
		16. High Expectations Both parent(s)/trusted adult and teachers encourage the young person to do well.
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		34. Cultural Competence Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
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		36. Peaceful Conflict Resolution Young person seeks to resolve conflict nonviolently.
		37. Personal Power Young person feels in control over "things that happen to me."
		38. Self-Esteem Young person reports having a high self-esteem.
		39. Sense of Purpose Young person reports that "my life has a purpose."
		40. Positive View of Personal Future Young person is optimistic about personal future.

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Ideas for Building Assets

HANDOUT

SUPPORT

1. Family Support

Family life provides high levels of love and support

- Start family traditions, game nights, outings, meetings
- Give young people space and respect
- Hug them often
- Spend time with them individually
- Create a memory book, photo album or web site for each child
- Send them cards or care packages when they are away from home

2. Positive Family Communication

Parent(s)/trusted adult and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s)/trusted adult

- Have meals together
- Talk about "highs" of the day, then "lows "of the day
- Send emails, texts, call them, write notes, and send them personal letters or cards
- Communicate on family board; write schedules, loving messages, showcase accomplishments, awards, and photos
- Let them know how they can reach you anytime, anywhere
- Take their phone calls even if you are at the office
- Talk regularly about their interests, friends, activities hobbies, gifts and talents and promising future

3. Other Adult Relationships

Child receives support from adults other than parent(s)

- Listen to music together, talk about the songs
- Bake or cook with another adult
- Send cards to one another
- Plant or garden together, volunteer together
- Mentor, build something together

4. Caring Neighborhood

Child experiences caring neighbors.

- Attend or host neighborhood celebrations
- Host informal activities such as neighborhood basketball games or clean-up events
- Create a gathering place
- Organize neighborhood garage sale

5. Caring School Climate

Relationships with teachers and peers provide a caring, encouraging environment.

- Have volunteers greet each student when they arrive at school
- Promote kindness and acts of service
- Have zero tolerance for bullying or mean words
- Have a place where children can go, vent and blow off steam with a trusted adult

6. Involvement in Schooling

Parent(s)/trusted adult are actively involved in helping the child succeed in school.

- Get to know teachers
- Volunteer at school
- Go on field trips
- Be a room parent
- Attend events at school
- Listen to your child about school experiences
- Help with homework
- Attend conferences

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Ideas for Building Assets

HANDOUT

EMPOWERMENT

7. Community Values Youth

Child feels valued and appreciated by adults in the community.

- Greet children in friendly manner with eye contact
- Ask questions
- Show interest in what they are doing
- Be patient
- Come to their defense
- Celebrate their successes and achievements

8. Children as Resources

Child is included in decisions at home and in the community.

- Ask them what they think
- Have family meetings
- Include them on youth boards
- Listen and learn from them
- Incorporate and validate their ideas
- Encourage them to get more involved
- Let them know how valuable and essential they are

9. Service to Others

Child has opportunities to help others in the community.

- Be civically engaged with your children
- Help and serve others in your community
- Organize a fund raiser for a cause

10. Safety

Child feels safe at home, school and in the neighborhood

- Create a home, school and community that is violence free
- Learn how to resolve conflict well and model behavior
- Allow child to talk about feelings and fears
- Be approachable and available
- Brain storm ways with your child how to respond if they feel threatened

BOUNDARIES & EXPECTATIONS

11. Family Boundaries

Family has clear rules and consequences and monitors the child's whereabouts.

- Always ask where your child is going and who they will be with
- Have family curfews
- Be flexible but firm
- Let children know you will trust but verify
- Keep computers in common areas

12. School Boundaries

School provides clear rules and consequences.

- Make sure children know and understand school rules
- Have student respect dress code
- Make academic and school achievement part of your family norms and expectations

13. Neighborhood Boundaries

Neighbors take responsibility for monitoring the child's behavior.

- Be the home that young people want to come to
- Confirm and enforce rules and expectations gently but firmly
- Look for ways to affirm each child
- Talk and confirm activities with other parents in the neighborhood

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Ideas for Building Assets

HANDOUT

BOUNDARIES & EXPECTATIONS

14. Adult Roles Models

Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.

- Keep adult relationships happy and healthy and free from excess conflict
- Apologize to your children when needed
- Showcase your successes and share your struggles when appropriate
- Role model perseverance and character traits like self control and personal power
- Laugh out loud
- Model creative problem solving
- Handle conflict well
- Don't gossip

15. Positive Peer Influence

Child's closest friends model positive, responsible behavior.

- Encourage children to be involved in team building and groups that share family norms and expectations
- Help them find like minded friendships and groups that share a talent, interest, hobby, passion or values

16. High Expectations

Parent(s)/trusted adult and teachers expect the child to do her or his best at school and in other activities

- Create family norms that expect the best from everyone, including the adults
- Watch movies or read stories about having high expectations and the steps it takes to reach higher

17. Constructive Use of Time

Child participates in music, art, drama, or creative writing two or more times per week.

- Encourage hobbies
- Teach time management skills
- Find creative classes
- Try music lessons
- Involvement in physical activities
- Volunteering
- Limit screen time

18. Child Programs

Child participates two or more times per week in extracurricular school activities or structured community programs.

- Scouts
- Youth groups
- Civic organizations
- After school programs
- Clubs
- Encourage leadership opportunities and participation

19. Religious Community

Child attends religious programs or services one or more times per week.

- Expose children to family spiritual practices and traditions
- Encourage child to talk about spirituality
- Be focused on relationship with a higher power rather than the rules that are handed down through the ages
- Attend services regularly
- Be relevant
- Encourage youth group participation

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Ideas for Building Assets

HANDOUT

COMMITMENT TO LEARNING

20. Time at Home

Child spends some time most days both in high-quality interaction with family and doing things at home other than watching TV or playing video games.

- Carve out family time to include games, meals, movies, walks, bike rides
- Limit screen time
- Read aloud together
- Do chores together
- Allow each family member to design and cook a meal
- Find creative ways to connect at home

21. Achievement Motivation

Child is motivated and strives to do well in school.

- Affirm child frequently
- Give spontaneous rewards and surprises
- Limit use of bribes ("If you do this, I will give that")
- Set goals together
- Set your child up to succeed. Success breeds success
- Monitor stress levels
- Offer to assist

22. Learning Engagement

Child is responsive, attentive and actively engaged in learning at school and enjoys participating in learning activities outside of school.

- Talk with your child about school and learning
- Ask them to answer the following, "The best part of my day was... The worst part of my day was...Today I learned..."
- Stay positive when talking about school
- Get a tutor or mentor if necessary
- Do "homework" together

23. Homework

Child usually hands in homework on time.

- Find adults to mentor your child with new techniques for learning
- Do "homework" together (budget, read work related materials)
- Have child work in quiet, clutter free space
- Encourage one task at a time to reduce stress level
- Offer assistance and guidance as needed
- Have your child teach you something

24. Bonding to School

Child cares about teachers and other adults at school.

- School tee shirts or uniforms
- Participate in school events or clubs
- Volunteer at school
- Be a member of a parent teacher organization
- Get to know your child's friends, classmates and teachers
- Show interest in school sports, events and games

25. Reading for Pleasure

Child enjoys and engages in reading for fun most days of the week

- Buy books for your child
- Get a library card
- Ask their friends to give you a book recommendation while your child is listening
- Get them a subscription to a magazine that highlights their interest
- Read together as a family
- Share stories
- Have screen-free time.

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Ideas for Building Assets

HANDOUT

POSITIVE VALUES

26. Caring

Tell the child it is important to help other people

- Affirm kindness in your children
- Investigate volunteer opportunities
- Get involved in local charity
- Show compassion to others
- Pay it forward

27. Equality and Social Justice

Tell the child it is important to speak up for equal rights for all people.

- Honor and respect everyone
- Show kindness
- Speak up if you see an injustice
- Talk about similarities in the human experience and with cultures
- Empower, educate, equip and enable those who are oppressed

28. Integrity

Tell the child it is important to stand up for one's beliefs.

- Keep your word
- Defend your personal values
- Teach your child to do the same

29. Honesty

Tell the child it is important to tell the truth.

- Model being honest
- Look at advertising to investigate dishonest claims in product marketing
- Talk about this important character quality
- Watch movies or read stories that highlight honesty
- Thank your child when they are honest

30. Responsibility

Tell the child it is important to accept personal responsibility for behavior.

- Don't make excuses
- Don't rescue your child from all consequences
- Let them learn from their mistakes

31. Healthy Lifestyles

Tell the child it is important to have good health habits and an understanding of healthy sexuality.

- Talk with your child about your family expectations regarding their behavioral choices with drug and alcohol use, smoking, anger management and violence
- Keep sex positive in the context of a lifetime committed monogamous relationship, commonly known as marriage (for optimal health)
- Discuss sex and sexuality early and often
- Give them reasons, skills and support to delay sexual activity
- Take them to weddings if children are invited to attend
- Highlight and showcase healthy relationships and marriages in movies, on TV and even in your neighborhood

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Ideas for Building Assets

CHANDOUT

SOCIAL COMPETENCIES

32. Planning and Decision Making

Child thinks about decisions and is usually happy with results of decisions.

- Teach your child how to plan and make decisions
- Role play and model how you do it as an adult
- Walk through the decision making and planning process with them as you encourage them to plan an event, activity or project

33. Interpersonal Competence

Young person has empathy, sensitivity and friendship skills.

- Teach relationship skills especially regarding being a good friend
- Showcase and model manners you expect from yourself and your children
- Make it a family policy not to speak poorly of others
- Practice active listening skills and creative problem solving
- Use "I" statements
- Use feeling words
- Showcase honor and respect to one another
- Manage emotions well
- Remember to expect respect from your child. You are their parent and not their friend.

34. Cultural Competence

Child knows and is comfortable with people of different racial, ethnic and cultural backgrounds and with her or his own cultural identity.

- Model respectful behavior toward others
- Learn about cultural traditions
- Teach your child about the essence of humanity which requires mutual respect, kindness and acceptance
- Go to cultural events and festivals honoring and celebrating different cultural traditions
- Create an opportunity to host a foreign exchange student in your home
- Travel to different places

35. Resistance Skills

Child can stay away from people who are likely to get in trouble and is able to say no to doing risky or dangerous things.

- Talk to them about what the words "age appropriate" means
- Teach them how to resist peer pressure
- Teach them how to say "No" by being firm but kind
- Role play "What if?" scenarios
- Create opportunities for them to practice saying "No" and to feel empowered for doing so
- Teach them to trust their instincts

36. Peaceful Conflict Resolution

Child seeks to resolve conflict nonviolently.

- Teach active listening skills
- Using "I" messages
- Teach and model ways to sincerely apologize

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Ideas for Building Assets

HANDOUT

POSITIVE IDENTITY

37. Personal Power

Child feels some influence over things that happen in life.

- Help child succeed. Success breeds success.
- Affirm child often
- Teach relationship skills
- Help them find mastery in something that defines them in their uniqueness such as music, drama, sports, academic achievement

38. Self Esteem

Child likes, and is proud, of who they are.

- Affirm often
- Listen and acknowledge feelings
- Showcase what they can expect as their body changes and grows and that they are normal
- Help them succeed and accomplish so they will be proud of themselves

39. Purpose

Child sometimes thinks about what life means and whether there is a purpose for life.

- Help your child find their passion and purpose by asking questions like:
  - What excites you?
  - What do you dream about? What gives you energy?
  - Empower them to find something they are able to do to make a difference in the world

40. Positive View of Personal Future

Child is optimistic about personal future.

- Affirm that your child will have a bright future
- Study your child and learn what they desire for their future
- Help them design a road map to get to their hopes and dreams
- Let them dream BIG!

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Discovering Your Passion and Purpose

OBJECTIVE

To help students discover their passion and purpose.

up to 10 min

MATERIALS

- *Worksheet: 20 Questions to Discover Your Passion and Purpose on page 73*

STEP BY STEP

1. Discuss the clarity and confidence that comes from knowing your passion and purpose.
2. Hand out the *20 Questions to Discover Your Passion and Purpose* worksheet, and give students time to fill in their answers.
3. Break students into groups to discuss their answers.
4. Call the class back together as a large group, and lead a discussion about how the answers to these questions could alter both their current and future actions and decisions.
5. Explain how living with intentionality and purpose makes life less complicated and provides clear direction and greater confidence for their future.

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20 Questions to Discover Your Passion and Purpose

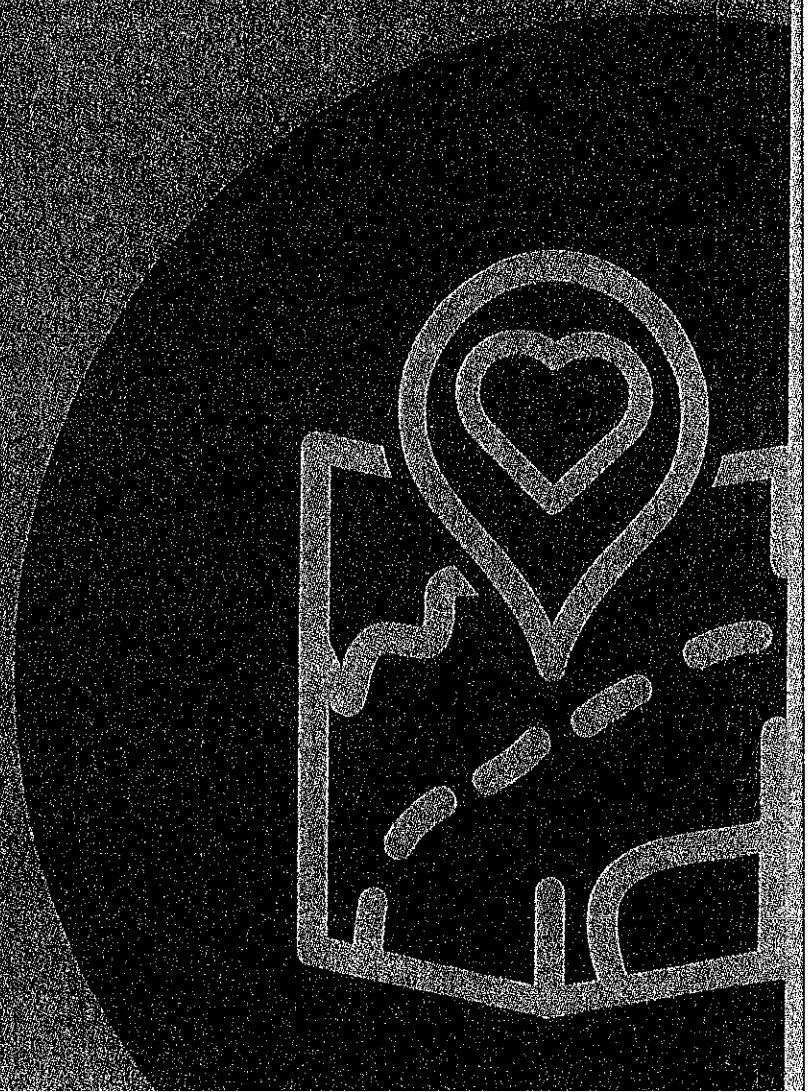
WORKSHEET

1. What gives you joy and makes you **happy**?
2. What would you do **without getting paid**?
3. What gives you **energy**?
4. What **comes easily** for you?
5. What **activities** are easy for you to get lost in?
6. What spurs your **creativity**?
7. What is **fun** for you?
8. What do you **think about**?
9. What do you **talk about**?
10. What are you **good at**?
11. What do you **read about**?
12. What do you **dream about**?
13. What **excites** you?
14. What do **people praise** you about?
15. What things would you do, **even if you won the lottery**?
16. What do you **love about yourself**?
17. How do you want to affect or **change the world**?
18. What do you do in your **spare time**?
19. What **captivates** and **inspires** you?
20. What would your **perfect day** include?

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2 Navigating Differences

Everyone approaches relationships with a unique set of expectations, goals, and values. Even though these things vary from person to person, it's important to consider how differences can unite, rather than divide. Many relationship misunderstandings stem from a lack of empathy or understanding. Lessons in this section prepare students to consider perspectives from a different lens and allows each to use the information learned to enrich relationships, rather than to frustrate them.



Lesson: Generational Differences 77
Handout: Generational Differences 79
Lesson: Differences in Birth Order 81
Handout: Birth Order Differences 83
Lesson: Learning Style Differences 85
Worksheet: Learning Style Differences 87
Lesson: Physical Differences 89
Handout: Navigating Physical Differences 91
Worksheet: Roles vs. Biology 93
Sample Answers: Roles vs. Biology 94
Lesson: Circle Game 95

Generational Differences

OBJECTIVE

Students will demonstrate an understanding of generational differences.



MATERIALS

- *Handout: Generational Differences on page 79*

STEP BY STEP

1. Distribute the *Generational Differences* handout.
2. Divide students into 5 groups of approximately the same size and assign each group to one of the following generational groups:
   - Matures / Traditionalist/ Greatest Generation (1900-1946)
   - Baby Boomers/ Me Generation (1947-1965)
   - GEN Xers/ Latch key/ MTV Generation (1966-1978)
   - GEN Y /Millennials (1979-1994)
   - Gen Z/ iGeneration (1995-2012
3. Have the group discuss the events during that time period and how they may have affected relationships among:
   - Families
   - Couples
   - Communities
4. Discuss how this activity might affect how students understand those who were born in a different generation.

CONNECT AT HOME

Ask students to talk about the *Generational Differences* handout with their parent(s)/trusted adult. Conduct an interview about growing up in a different generation and how it impacted their relationships and expectations.

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Generational Differences

HANDOUT

	Matures / Traditionalist/ Greatest Generation	Baby Boomers/ Me Generation	GEN Xers/ Latch key/ MTV Generation	GEN Y / Millennials	Gen Z/ iGeneration
Birth Dates	**1900-1946**	**1947-1965**	**1966-1978**	**1979-1994**	**1995-2012**
Defining Experiences	• WWI / WWII • Great Depression, New Deal, • Rise in corporations • Space age	• Free love • Sexual revolution • Vietnam War • Civil Rights movement • Counter cultural revolution • TV • Rock and Roll • JFK, MLK and RFK killed	• Watergate scandal • US hostages in Iran • Computers • Reagan era • AIDS • Women's movement • Lennon killed • Environmental movement • Landed on the moon	• Fall of Berlin Wall 9/11 attack • Gulf, Iraqi War • Columbine shootings • Oklahoma City bombing • Dot.com boom/ bust • Princess Diana died • Family divorce • Internet • Cell phones • Social networking	• Credit market collapse • Home grown terrorists • Unemployment • Sharp rise in cohabitation • Increase non-marital childbearing • Hook-up culture
Characteristics	• Adheres to rules • Conforms • Contributes to collective good • Dedicated, Sacrificial • See big picture • Patient • Likes law and order • Hard work • Loyal • Patriotic • Respects authority • Responsible Savers • Trusts government • Limited use of credit • Love of family • Fearful of technology	• Anti-war • Anti-government • Anything is possible • Optimistic • Equal opportunities • Personal gratification • Personal growth • Question everything • Spend now, worry later • Team oriented • Transformational • Want to make a difference • Hard-working • Challenge status quo	• Self-reliance • Diversity • Life-work balance • Technology • Pragmatism • Informality • Fun • Value material rewards • Optimistic about personal future, but not of the world • Resist and resent supervision • Fragmented as a group • Think globally	• Busy over-planned life • Optimistic • Ambitious • Confident • Embraces Diversity • Live to work, but expect quick reward • Global awareness • Avid consumers • Confident • Partying • Highly tolerant • Hotly competitive • Most educated • Spiritual but do not like organized religion	• Politically savvy • Optimistic • Gets bored easily • Switches jobs frequently • Self-absorbed • Entrepreneurial • Open to new ideas • Eager to spend money • Attached to technology • Delay marriage • Want to work for a purpose

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Differences in Birth Order

OBJECTIVE

Students will be able to describe general birth order differences and characteristics.



MATERIALS

- *Handout: Birth Order Differences on page 83*

STEP BY STEP

1. Distribute the *Birth Order Differences* handout to each student.
2. Teach the different birth order positions in a family listed on the *Birth Order Differences* handout.
3. Let students know that birth order is not a hard science that can be measured, but rather, that it can be observed and is subjective and general.
4. Get students into groups to discuss their birth order and whether or not the general differences apply to them.
5. Have each group report what they learned about birth order, and discuss as a class.

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Birth Order Differences

HANDOUT

FIRSTBORNS

- Reliable and conscientious
- List makers
- See things as black and white
- Opinionated
- Natural leaders
- Achievement oriented

MIDDLEBORNS

- Harder to detect differences, but generally will be the opposite of the child born before them
- Competitive
- Loyal
- Friendships very important to them
- Many times are the caretaker
- Negotiator
- Peacemaker

LASTBORNS

- Social and outgoing
- Uncomplicated
- Spontaneous
- Humorous
- Natural people skills
- Last to mature

ONLY CHILD

- Enjoys reading books
- Entertain themselves
- Mature early
- Work independently

Birth order is not a hard science that can be measured but rather is subjective.

This lesson has been adapted by Kevin Leman's book on Birth Order.

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Learning Style Differences

OBJECTIVE

Students will better understand how they learn and be able to recognize different learning styles among their peers.



MATERIALS

- *Worksheet: Learning Style Differences on page 87*

STEP BY STEP

1. Discuss the meaning and significance of knowing one's learning style and that of their classmates.
2. Distribute the *Learning Style Differences* worksheet. The instructions for the worksheet are to place a check mark by each statement that is the most indicative of how they learn. The most checked in a category most likely their dominant learning style.
3. Get students in groups to discuss each learning style.
4. Share that, "Each person has and prefers a different learning style and technique. Learning styles outline common ways people learn. Students might be strong in one learning style, or they may have a combination of several learning styles to which they respond. Others may find that they use different styles in different circumstances and settings. There is no right formula, and they may change over time. You can develop ability in less dominant styles, as well as further develop styles that you already use well."

MAKE AN IMPACT

Break students into groups based on their learning styles. Brainstorm a topic, and ask each group to teach about this topic in a way that engages their group's learning style.

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Learning Style Differences

WORKSHEET

Please mark the boxes of the statements that are true for you.



I LEARN BEST WHEN...

- I am listening to music ☐
- There is background noise in the room ☐
- I hear the voice of a character in a book ☐
- I write poetry or songs ☐
- I can follow a beat and showcase musical patterns and rhythms ☐

TOTAL ☐



I LEARN BEST WHEN...

- I have time to think about things ☐
- I analyze the environment ☐
- Comparisons are on a graph ☐
- I recognize a sequence of events ☐
- I can detect patterns ☐

TOTAL ☐



I LEARN BEST WHEN...

- I hold something ☐
- I am seeing color and movement ☐
- I am building something ☐
- I move around in the classroom ☐
- I can do projects and incorporate art ☐

TOTAL ☐



I LEARN BEST WHEN...

- I am in a group ☐
- I know people in the class ☐
- I brainstorm and process ideas with multiple people ☐
- Conversation with others is encouraged ☐
- A variety of opinions are shared ☐

TOTAL ☐

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Learning Style Differences

WORKSHEET



I LEARN BEST WHEN...

- I am alone ☐
- I journal events ☐
- I am focused on a good book ☐
- I have quiet, uninterrupted space ☐
- I take time to think by myself ☐

TOTAL ☐



I LEARN BEST WHEN...

- I am watching a video ☐
- I can imagine scenarios ☐
- I can see examples of what's being discussed ☐
- I videotape events ☐
- Something is drawn on the board ☐

TOTAL ☐



I LEARN BEST WHEN...

- I am discussing something ☐
- I am hearing a lecture ☐
- I am writing ☐
- I talk ☐
- Many questions are encouraged and answered ☐

TOTAL ☐

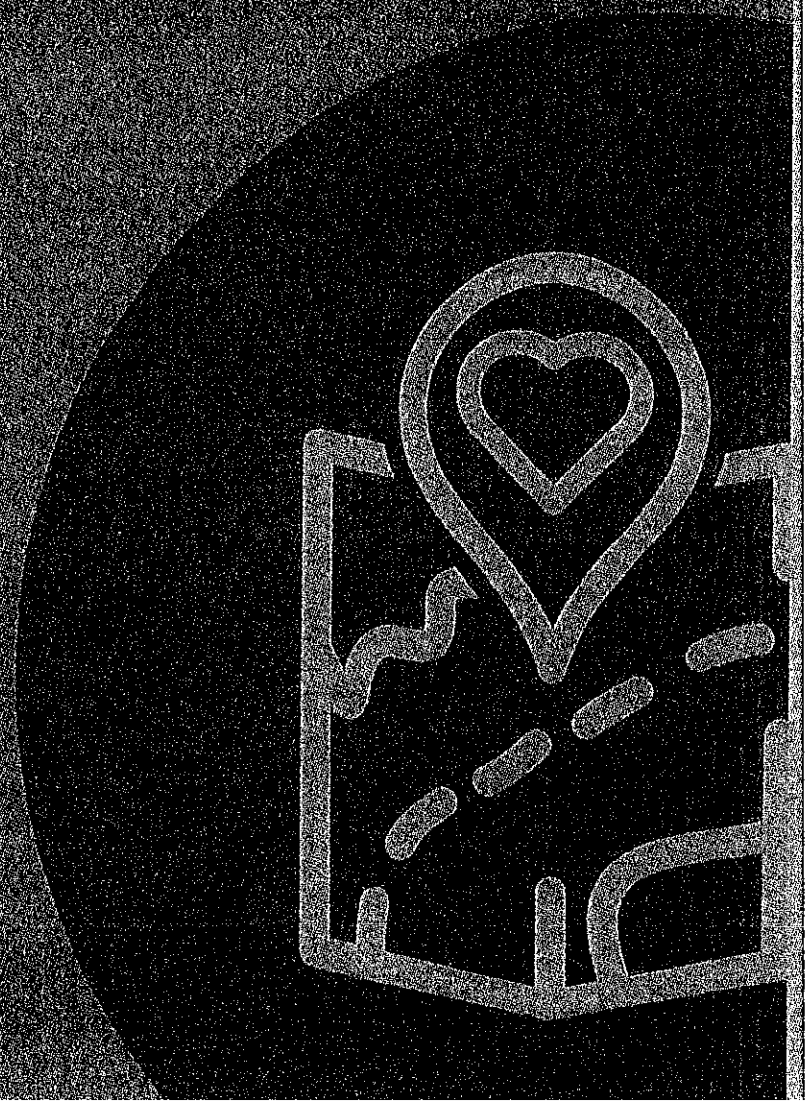
Highest number indicates learning style

- (A) Auditory ☐
- (L) Logical ☐
- (P) Physical ☐
- (S) Social ☐
- (SY) Solitary ☐
- (V) Visual ☐
- (VR) Verbal ☐

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3 Effective Communication

Communication is a universal part of every human relationship, however, not all communication is productive or beneficial. This section helps students approach relationships with skills that increase their capacity to effectively express their needs, feelings, and frustrations. A common relationship myth is that the presence of conflict signifies an unhealthy relationship. Healthy relationships are not determined by the absence of conflict, but rather by people's ability to productively respond to it. Students will engage with effective tools for navigating conflict in a way that is helpful instead of hurtful.



Lesson: Effective Communication & Barriers to It 99
Handout: Communication Skills and Barriers 101
Lesson: Healthy People Ask 103
Handout: Feeling Words 105
Lesson: Feelings vs. Behaviors Train 107
Lesson: Communicating Feelings 109
Handout: Feeling Words 111
Lesson: Communication Danger Signs 113
Worksheet: Communication Danger Signs 115
Worksheet: "Time Out" 116
Lesson: What's the Problem? 117
Conflict Scenarios 119
Handout: Who Has the Floor? 120
Handout: Problem Solved! 121
Sample Answers: Problem Solved! 122

Effective Communication & Barriers to It

OBJECTIVE

To help students learn effective communication strategies.

20 min

MATERIALS

- *Handout: Communication Skills and Barriers on page 101*
- *Optional: A wooden heart, nails and a hammer .*

STEP BY STEP

1. Distribute the *Communication Skills and Barriers* handout.
2. Spend some time discussing the effective communication skills, along with the barriers to effective communication on the list.
3. Whenever you observe students communicating well in class, acknowledge their efforts, draw attention to the list, and compliment them on their skilled execution.
4. When a student is not communicating effectively, call attention to the behavior (not the student), and discuss ways the communication could be enhanced.

MAKE AN IMPACT

- Enlarge the *Communication Skills and Barriers* handout into a large poster and hang it on the classroom wall.
- Hang a wooden heart in your classroom. Whenever a student says a put down or hurts another's feelings, rather than calling attention to the student, simply walk over and pound a nail with a hammer into the wooden heart. If the student says, "I was only kidding," take the nail out and then point out the hole left in the wooden heart, saying, "See the hole that's left? All of the apologies in the world won't get rid of that hole. The damage has already been done. That's how it is with conversations we have with each other. Words can hurt people's feelings and leave holes in their hearts, so be intentional with what you say."

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CHARACTER SPOTLIGHT

Compassion

The deep feeling of sharing the suffering and the inclination to give aid and support or to show mercy.

Praise students when they show compassion to one another. Discuss the definition and the character concept throughout the course. Perhaps the class could even adopt a needy family or volunteer at a homeless shelter.

Courtesy

Polite behavior, gracious. Possessing manners and kindness.

Have a class discussion about courtesy. Ask the students to describe behavior that demonstrates this concept.

Respect

To show honor and esteem for. To treat with concern, dignity, appreciation and consideration.

Discuss with the class behaviors that show respect, as well as behaviors that are disrespectful. Compare and contrast the two.

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Communication Skills and Barriers

HANDOUT

Effective Communication Skills

- Be sensitive and caring toward others
- Express ideas clearly
- Be sincere and honest
- Maintain eye contact
- Utilize "I" rather than "You" statements
- Be committed to working it out
- Recognize the need to feel accepted, valued, respected and heard
- Take responsibility for the communication
- Be available for one another
- Ask for clarification often
- Expect the best of others
- Accept what is said as truth
- Be forgiving
- Remember to understand
- Watch body language and non-verbal communication
- Express respect
- Avoid being judgmental
- Be relaxed
- Be able to disagree at times without being disagreeable

Barriers to Effective Communication

- Dishonesty
- Insincerity
- Lack of clarity
- Uncontrolled emotion
- Competing or distracting thoughts
- An uncaring attitude
- Defensive listening (thinking about a reply rather than listening to what's being said)
- Being judgmental and accusatory
- Inflammatory or hurtful language
- Sarcasm and put-downs
- Inappropriate body language or facial expressions
- Avoiding eye contact
- Unwillingness to take responsibility for communication
- Being historical (always bringing up the past)
- Forgetting to use humor

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Healthy People Ask

OBJECTIVES

10 min

- To teach students the value of asking for help, and to identify people and resources available to offer help.
- To help students learn the power of asking for help as a way to alleviate the anxiety and stress associated with doing everything on their own.

MATERIALS

- *Handout: Feeling Words on page 105*
- *Markers and flip chart paper*

STEP BY STEP

1. Read the series of situations below where someone might need help. Students must decide if "YES" they would ask for help or "NO" they would not ask for help. Students can indicate their responses in a variety of ways. Choose one based on the time, space and type of group with which you are working:
   - Use a thumbs up/thumbs down signal
   - Stand up/sit down
   - Hold up red cards/green cards
   - Stand at one side of the room or the other

   Situations Where One Might Need Help:
   - You are overwhelmed with a school assignment.
   - A friend has asked you to do something you think is wrong.
   - You can't find the remote control.
   - You're being bullied.
   - Your parents are always fighting.
   - You can't find your cell phone.
   - You can't find something in the store.
   - You don't understand what your teacher said.
   - You think your friend may have an eating disorder.
   - The person you have been seeing is abusive and is threatening you.
   - Life is getting overwhelming and you are confused about what to do.

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2. Once students have given their answers, ask them to explain their thinking and who specifically they would ask for help. For example, if they didn't understand what the teacher said, would they ask their friend for help first, or the teacher?
3. Have the students refer to the *Feeling Words* handout, and ask them to use some of the words to describe how it feels, or might feel, to ask for, or refuse, help.
4. Ask students to come up with situations that they would ask for help.
5. Have a discussion about the fact that an individual would benefit by asking for help in all of these situations.

MAKE AN IMPACT

Students could work in groups of 3 or 4 to create their own scenario that requires someone to ask for help. It should be a real life situation where someone may be in need of help, but is reluctant to ask for, or accept, the help that is offered. Ask the group to run through the situation twice, with different outcomes. The first outcome should be with the person refusing help. The second should be with the person accepting another person's help.

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Communication Danger Signs

OBJECTIVES



- To create awareness about when communication becomes destructive.
- To help students develop a plan to prevent dangerous patterns.

MATERIALS

- *Worksheet: Communication Danger Signs on page 115*
- *Worksheet: "Time Out" on page 116*

STEP BY STEP

1. Distribute the *Communication Danger Signs* worksheet.
2. Define each *Danger Sign*, and give students examples of how to identify them in their communication patterns.
3. Instruct students to complete their worksheet.
4. Distribute the *"Time Out"* worksheet.
5. Ask the question: "What is the purpose of calling a time out when playing sports?"
6. Then ask, "How could a *Time Out* help you when you identify a *Communication Danger Sign* in your conversation?"
7. Direct students to complete their worksheet.
8. Share the following information about *Time Outs*.

   While taking a *Time Out*:

   - Do not think negative thoughts that keep you angry.
   - Tell yourself something soothing instead.
   - Do something that will help you calm down.
   - Recognize what may be behind the anger.

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Communication Danger Signs

WORKSHEET

Draw a line on each thermometer to indicate how much you see that Danger Sign in your communication patterns.

ESCALATION

Responding back and forth with each other in an increasingly negative manner

INVALIDATION

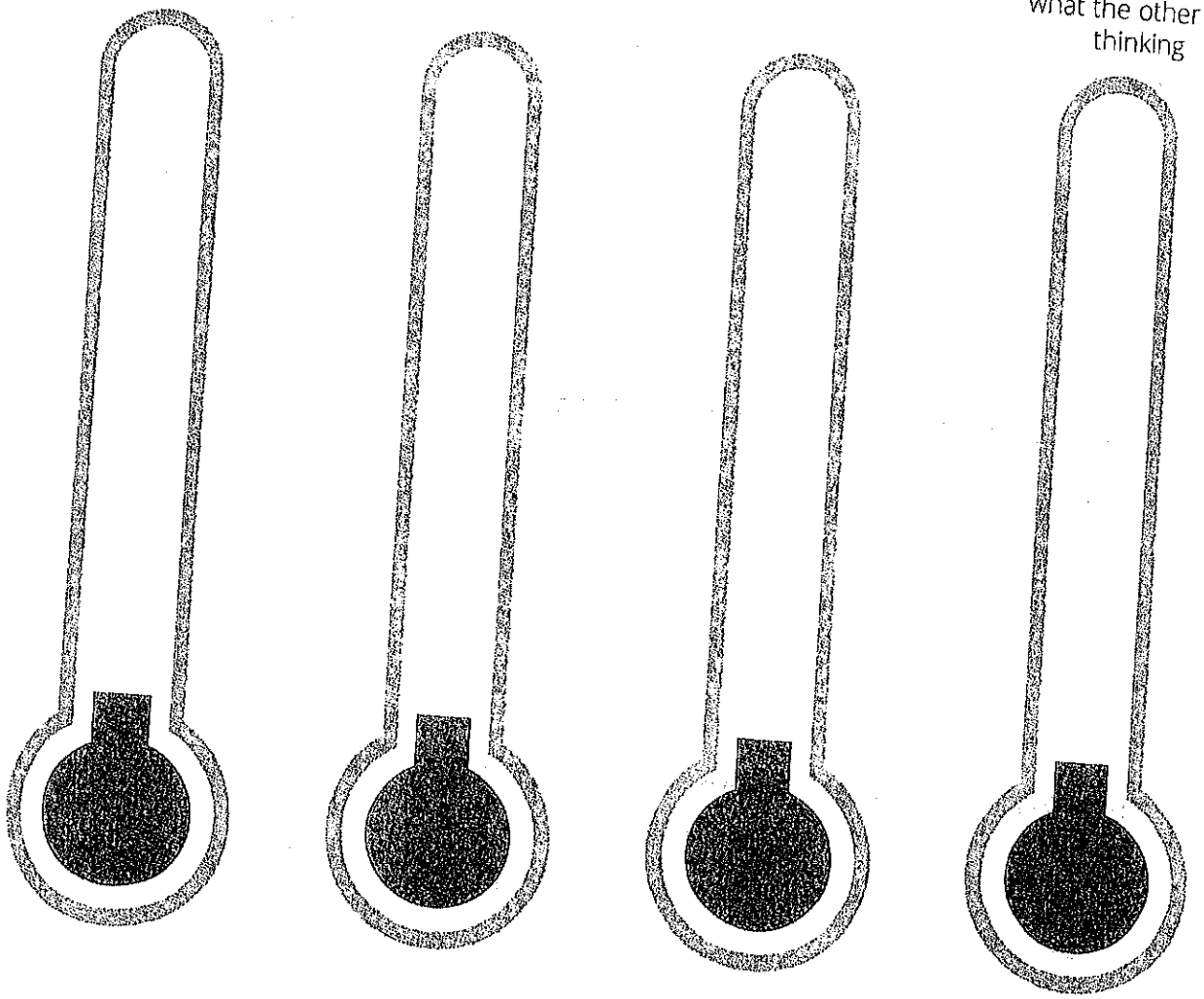
Putting down the thoughts, opinions or character of the other

WITHDRAWAL

Unwillingness to get into or stay with important discussions

NEGATIVE INTERPRETATION

Making a negative and unfair assumption about what the other was thinking



The Danger Sign I see most in my communication is _____.

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"Time Out"

WORKSHEET

Some things I can do to call a "Time Out" are:

Examples of what I can do to calm down during a "Time Out" are:

I know I am ready to re-engage when:

Helpful Tips to Remember When Taking a "Time Out"

- Use "I" or "we" when calling a Time Out, not "you".
- Set a specific time to deal with the issue later.
- Wait, at least 30 minutes, but less than 24 hours, to come back to the conversation.
- Re-enter the conversation using safe communication techniques.

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What's the Problem?

OBJECTIVE

- To teach a tool for clarifying misunderstanding when conflict arises.
- To guide students on a path toward effective problem-solving.

MATERIALS

- *Conflict Scenarios on page 119 cut into strips*
- *Handout: Who Has the Floor? on page 120*
- *Worksheet: Problem Solved! on page 121*
- *Sample Answers: Problem Solved! on page 122*





STEP BY STEP

1. Distribute the *Who Has the Floor?* handout.
2. Explain the concept of the *Speaker/Listener Technique* to the students.
3. Share the rules for the *Speaker*, the *Listener*, and for *Both*.
4. Once the students understand the technique, ask them to find a partner to practice role playing.
5. Ask the students to turn face-to-face with their partner, and distribute a pair of *Conflict Scenarios* strips to each pair.
   One participant should receive Person A, and one participant should receive person B. Insure both people have a role from the same scenario. Instruct students not to read their scenario to their partner.
6. Using the *Who Has the Floor?* handout as the *Floor*, have the pairs role play their scenarios, practicing the rules.
7. After each person has had a few minutes as both the *Speaker* and the *Listener*, invite those who are willing to share their role play.
8. Summarize the lesson with the following questions:
   - What word would you use to describe how you felt using this technique?
   - What was challenging about this technique?
   - How did you feel when your partner paraphrased what you said?
   - What is a real situation in your life that this technique might be useful to use to create safety and understanding when communicating?

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9. Share the following 2 questions, asked by the listener, for determining when it is appropriate to move from the *Speaker/Listener Technique* to problem solving.
   - Did I summarize your feelings correctly?
   - Is there anything else you want to say?

   If the answer to the first question is "Yes", and the answer to the second question is "No", instruct the pair to stop using the *Speaker/Listener Technique,* and move to problem solving.
10. Distribute the *Problem Solved!* worksheet. Walk through the *Problem Solved!* sample answers for *Scenario #1*. After completing the process as an example, instruct students to use the *Problem Solved!* handout and role play the problem solving process, using another real life example.
11. Summarize the lesson with the following questions:
    - What word would you use to describe how you felt using this technique?
    - What was challenging about this technique?
    - How did you feel when your partner paraphrased what you said?
    - What is a real situation in your life that this technique might be useful to use to create safety and understanding when communicating?

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Conflict Scenarios

1 GROUP PROJECT

Person A: You had been asked by your teacher to complete a group project for your history class as a part of your final semester grade. Your teacher gave you a 3 week deadline. You had almost completed your project when a family member got sick. You were back at school before the deadline passed and spent time working on your section from home. By the time you came back, your classmate had already turned in the final project without your work. Your teacher gave the group an A, but since your name wasn't on the final, you didn't get credit for the work you did.

1 GROUP PROJECT

Person B: A few weeks ago one of your classmates shared that they were going to be absent to help a family member who was very sick and in the hospital. Although your teacher told you this person would be able to work on their portion from home, you worried about not having a complete project and did everything without them. You wanted to make sure that you got your project in on time, so you turned it in early without including your group member's contribution. Your classmate returned to school 2 days before the due date and gave you the work they had done at home. You didn't realize they would be back to school before it was due, so by the time they gave you their part, you had already turned the project in without them.

2 BIRTHDAY PARTY

Person A: Your friend's birthday is right around the corner, and you have planned a party for them with all of their closest friends and family members. You know that they love being the center of attention, so as a surprise, you've put together a slideshow of pictures that showcases memories with the guests that will be coming. When the day of the party comes, and you start the slideshow for them to enjoy, they leave the room and don't talk to you the rest of the evening.

2 BIRTHDAY PARTY

Person B: It's your birthday, and your friend has planned an incredible party with some of your closest friends. Even though it's a day of celebration, your heart is heavy because you've recently walked through a long season of grief after losing your friend, Tyler, to cancer. Tyler was close to most of the guests in attendance. After you enjoy great food and conversation with your friends, the host gathers everyone to start a slideshow on the TV. Tyler was in a lot of the pictures that started to pop up, and seeing the pictures brought back a lot of sadness. To make sure you didn't draw further attention to yourself, you walked away for some solitude and didn't have the emotional energy to tell your friends why you left the room.

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Who Has The Floor?

WORKSHEET

The goal of the Speaker/Listener Technique:

- To feel _____ and _____
- NOT _____
- NOT _____

Speaker/Listener Technique

Rules for the Speaker

- Speak for yourself, don't mind read!
- Keep statements brief. Don't go on and on.
- Stop to let the listener paraphrase.

Rules for the Listener

- Paraphrase what you hear.
- Focus on the speaker's message. Don't rebut.

Rules for Both

- The speaker has the floor.
- Speaker keeps the floor while the listener paraphrases.
- Share the floor.

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Problem Solved!

HANDOUT

DETERMINE THE TYPE OF PROBLEM

Is it a Hear it Problem?

You feel like someone hearing you out would be what you need to resolve the conflict.

Use the *Speaker/Listener Technique* and allow the person to paraphrase your feelings to communicate understanding.

Ask for apologies if feelings have been hurt.

Communicate gratitude to the person who was willing and committed to hearing you.

Person A Wants/Needs

Person B Wants/Needs

Is it a Fix it Problem?

You feel like something needs to change to resolve your conflict.

Gather the information and name the problem you want to solve.

Have both people write a list of things you want to resolve.

Compare your lists. Look at each list to look for common ground.

Brainstorm ideas for solutions that would get each person at least one of the things they wanted.

Take action, and try your solution.

Check in after a few days to see if the solution worked.

If the solution isn't working, for one or both of you, go back to brainstorming. Repeat process until a solution feels right.

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Problem Solved!

SAMPLE ANSWERS

DETERMINE THE TYPE OF PROBLEM

A classmate negatively impacted my grade.

Is it a Hear it Problem?

You feel like someone hearing you out would be what you need to resolve the conflict.

Use the Speaker/Listener technique and allow the people to paraphrase your feelings to communicate understanding.

Ask for apologies if feelings have been hurt.

Communicate gratitude to the person who was willing and committed to hearing you.

Person A Wants/Needs

A conversation with the teacher

Credit for the work completed

A chance to present my work

Person B Wants/Needs

To make sure the grade given doesn't change

Understanding that intentions were not mean spirited

Is it a Fix it Problem?

Yes! I want to fix my grade.

I learned that my group was nervous about missing a deadline and that my friend didn't want to hurt my grade but turned something into avoid a bad grade for the project.

Have both people write a list of things you want to resolve. (See sample lists below)

We both need our teacher to hear our side. We both need to get a good grade on the project.

Meet with teacher during office hours, consider the option to have a make-up presentation day, accept the grades as they are for project but ask for extra credit work to increase grade.

We set a meeting with our teacher and shared what happened. We both prepare to ask our teacher for what we need out of this project grade.

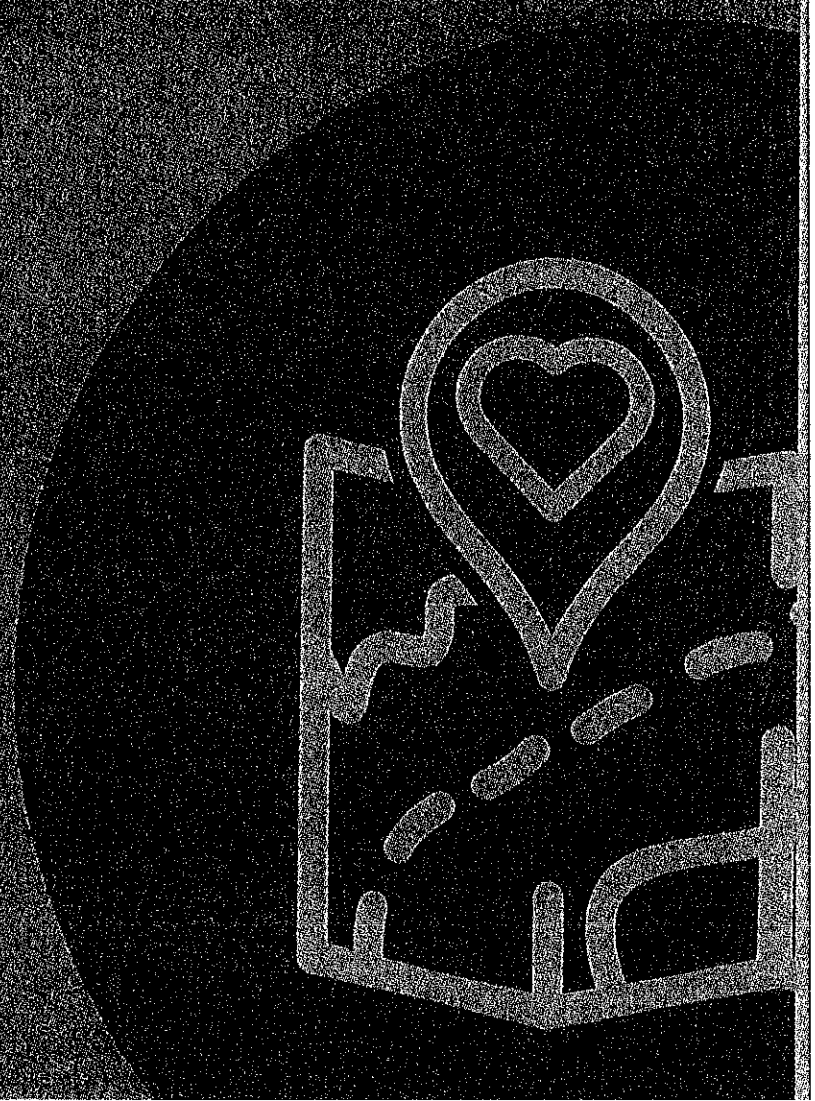
It worked! Our teacher heard both sides and allowed each of us an option for keeping and/or making up our grade.

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4 Friendship, Dating and Love

People are hard wired for connection, not to live life isolated and alone. Surrounding yourself with healthy friends is an important foundation for social wellness. This section equips students with skills for developing friendships and for navigating their course when they begin to pursue romantic relationships. Lessons help to make abstract concepts about love more concrete. In addition, students will learn techniques for evaluating the health of their current relationships and determine for themselves if any changes need to be made.

Lesson: Character Spotlight 125
Worksheet: Quality of Character 127
Lesson: Friendship, Dating and Love 129
Worksheet: Dating: Why and How? 131
Answer Key: Dating: Why and How? 132
Worksheet: Keys to Successful Dating 133
Answer Key: Keys to Successful Dating 135
Handout: Rights vs. Responsibilities 137
Lesson: Good Date/Bad Date 139
Lesson: Create a Date 141
Worksheet: Creating Great Dates 143
Handout: Tips for Making Good Dates Great 144
Handout: Creative Dating Ideas 145
Lesson: What Love Looks Like 147
Lesson: Love vs. Infatuation 149
Worksheet: Love vs. Infatuation 151
Answer Key: Love vs. Infatuation 152
Lesson: Foundations of a Healthy Relationship 153
Worksheet: Strong Foundations 155
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Worksheet: Relationship Red Flag Warning Inventory 163
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Lesson: Addressing Sexual Assault 167
Handout: Addressing Sexual Assault 169
Handout: How Sex Is Misused 172
Lesson: Communicating Consent 173
Handout: Consent Defined 175
Lesson: Bullying and Violence 177
Handout: Preventing Bullying/Violence 179
Worksheet: Bullying Words and Actions Around Us 180
Worksheet: Words and Acts of Kindness Around Us 181
Handout: Save a Life Suicide Awareness 182



Character Spotlight

OBJECTIVES



- To articulate and define qualities in people that support strong character.
- To assist students in identifying healthy character qualities in themselves and others.

MATERIALS

- *Worksheet: Quality of Character on page 127*

STEP BY STEP

1. Ask students to brainstorm names of people they admire or respect.
2. Lead a discussion about the people they chose, and ask them to describe traits that they see in this person that are admirable.
3. Describe the list the students help to develop as "Strong Character."
4. Explain that character is different than personality. Share, "One way to define character is the way a person acts, behaves, or thinks, when no one else is watching. In other words, strong character doesn't change, regardless of circumstance."
5. Ask students to brainstorms situations that challenge people's character. Discuss examples of how consistent character builds trust and dependability.
6. Instruct students to complete the *Quality of Character* worksheet.
7. Remind students that strong character is one of the most important predictors of healthy relationships. Challenge students by reminding them that if they are looking for a partner who exemplifies strong character, they need to be people who model strong character qualities themselves.

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Quality of Character

WORKSHEET

Look up definitions for the following character traits. Think about someone in your life, or a character from a movie or a book, that exemplifies this trait. Write their name in the space provided below:

PERSEVERANCE

Definition:

Person who exemplifies it:

HONESTY

Definition:

Person who exemplifies it:

DISCIPLINE

Definition:

Person who exemplifies it:

PATIENCE

Definition:

Person who exemplifies it:

SELF-CONTROL

Definition:

Person who exemplifies it:

WISDOM

Definition:

Person who exemplifies it:

RESPONSIBILITY

Definition:

Person who exemplifies it:

COURAGE

Definition:

Person who exemplifies it:

LOYALTY

Definition:

Person who exemplifies it:

COMPASSION

Definition:

Person who exemplifies it:

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Friendship, Dating and Love

OBJECTIVE

To help students identify the purpose of dating, adopt healthy dating guidelines, and understand the value of friendship as it applies to dating.



MATERIALS

- *Worksheet: Dating: Why and How? on page 131*
- *Answer Key: Dating: Why and How? on page 132*
- *Worksheet: Keys to Successful Dating on page 133*
- *Answer Key: Keys to Successful Dating on page 135*
- *Handout: Rights vs. Responsibilities on page 137*

STEP BY STEP

1. Ask the students what qualities they look for in a good friend.
2. Write down the words they say.
3. Facilitate a discussion about these qualities.
4. Have students individually brainstorm words that come to mind when they hear the term "dating."
   - Ask them to share what words they came up with.
   - List the words they share on the board or flip chart.
5. Ask the students, "Why do people date?" Give them time to answer. List the various reasons on the board or flip chart.
6. Ask the students, "In today's world, what does dating look like?" Give them time to answer.
7. List the various answers they give on the board or flip chart.
8. Distribute the *Dating: Why and How?* worksheet to each student.
9. Use the *Dating: Why and How?* answer key to give an overview of the purpose of dating and setting dating standards.

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10. While sharing this information, have students take notes on the *Dating: Why and How?* worksheet (which contains empty blanks). After wrapping up the discussion, distribute the *Dating: Why and How?* answer key for comparison.
11. Distribute the *Rights vs. Responsibilities* handout, and discuss.
12. Encourage students to file the handouts away for future reference.



EDUCATOR NOTE

This exercise draws attention to the fact that many people "hook up" without developing interpersonal relationships. This exercise is good for exposing the lack of intentionality that exists today when couples get together. Encourage students to be intentional about pursuing healthy romantic connections.

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Dating: Why and How?

WORKSHEET

Purposes of Dating

1. _____ 3. _____

2. _____ 4. _____

5. _____

Setting Dating Standards

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

9. _____

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Dating: Why and How?

ANSWER KEY

Purposes of Dating

1. Get to know yourself and others – likes, dislikes, values, and communication style.
2. Learn to feel more at ease in a relationship.
3. Feel acceptance from another person who chooses to spend time with you.
4. Develop your sense of independence.
5. To discover qualities you might hope for in a future partner.

Setting Dating Standards

1. Have a plan.
2. Set your physical intimacy boundary before you go on the date. Both partners are jointly responsible for setting and maintaining limits.
3. Verbally communicate your boundaries to your partner.
4. Plan dates that are creative and fun.
5. Have self-control.
6. Dress appropriately.
7. Set a time to be home.
8. Stay sober.
9. Add your own standard.

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Keys to Successful Dating

WORKSHEET

1. **Maintain your _____.**
   - Make sure to balance life outside of a romantic relationship.
2. **Use your _____.**
   - Balance romance with common sense, reason, judgment and discernment.
   - Use both your head and your heart.
   - Analyze your past relationships.
   - Include others in the process.
   - Never neglect opportunities to evaluate along the way.
3. **Seek _____.**
   - Healthy relationships have a strong foundation of similarities in background, temperament, goals, dreams, values and the way in which individuals manage and order their physical and mental lives.
4. **Take it_____.**
   - Get to know the person, and do not rush your process.
   - Take necessary time to bond.
   - Protect yourself from getting attached too quickly by setting healthy boundaries.
5. **Set clear _____.**
   - Draw definitive lines for physical intimacy.
   - Remember that your body belongs to you.
   - Communicate how you feel to your partner. Own your own feelings, and be able to separate them from your date's.
   - Take ownership of your thoughts, and express them.
   - Take responsibility for your own actions; do not try to change someone.
   - Do not use substances, and stay clear-headed.
6. **Engage in healthy responses to _____.**
   - Avoid *Escalation*, *Invalidation*, *Negative Interpretation*, and *Withdrawal*.
   - Fight fair: take time to consider what you really need to express, and be respectful to your partner. Seek to understand, then to be understood. Use "I" statements. Negotiate and compromise. Reevaluate your solution at a later time.

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Keys to Successful Dating

WORKSHEET

7. Notice _____ _____, and avoid relationships with red flags.

- Be aware of any form of abuse: physical, verbal, emotional, sexual, or financial.
- Recognize addictions.
- Honesty is important. Take note of behaviors and patterns that break trust.
- Be aware that you may be in a state of denial. This happens when you know a relationship is unhealthy but struggle to admit it.
- Identify power struggles, jealously, and control. Be sure this person does not isolate you from family and friends.

8. Choose your _____ and _____ partner wisely.

- Discern character. Character is who you are when no one is looking. Look back at prior relationships to determine patterns of behavior. Crisis reveals someone's true character. Give your relationship lots of time.
- Do you feel encouraged, affirmed, inspired and challenged to grow and be a better person when you are together?

Sources: Stanley, S. M., Whitton, S. W., S Markman, H. J. 2004. Maybe I do: Interpersonal commitment and premarital or nonmarital cohabitation. Journal of Family Issues 25: 490-519. | Kamp Dush, C. M., Cohan, C. L., & Amato, P. R. 2003. The relationship between cohabitation and marital quality and stability: Changes across cohorts? Journal of Marriage and Family, 65, 539-549. | Phillips, J. A. and M. M. Sweeney. 2005. Premarital Cohabitation and the Risk of Marital Disruption among White, Black, and Mexican American Women. Journal of Marriage and Family 67:296-314. | Todd K. Shackelford. 2001. Cohabitation, Marriage, and Murder: Woman-Killing by Male Romantic Partners Aggressive Behavior 27:284–291.

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Keys to Successful Dating

ANSWER KEY

1. **Maintain your** independence.
   - Make sure to balance life outside of a romantic relationship.
2. **Use your** brain.
   - Balance romance with common sense, reason, judgment and discernment.
   - Use both your head and your heart.
   - Analyze your past relationships.
   - Include others in the process.
   - Never neglect opportunities to evaluate along the way.
3. **Seek** similarities.
   - Healthy relationships have a strong foundation of similarities in background, temperament, goals, dreams, values and the way in which individuals manage and order their physical and mental lives.
4. **Take it** slow.
   - Get to know the person, and do not rush your process.
   - Take necessary time to bond.
   - Protect yourself from getting attached too quickly by setting healthy boundaries.
5. **Set clear** boundaries.
   - Draw definitive lines for physical intimacy.
   - Remember that your body belongs to you.
   - Communicate how you feel to your partner. Own your own feelings, and be able to separate them from your date's.
   - Take ownership of your thoughts, and express them.
   - Take responsibility for your own actions; do not try to change someone.
   - Do not use substances, and stay clear-headed.
6. **Engage in healthy responses to** conflict.
   - Avoid *Escalation, Invalidation, Negative Interpretation,* and *Withdrawal.*
   - Fight fair: take time to consider what you really need to express, and be respectful to your partner. Seek to understand, then to be understood. Use "I" statements. Negotiate and compromise. Reevaluate your solution at a later time.

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Keys to Successful Dating

ANSWER KEY

7. Notice danger signs, and avoid relationships with red flags.

- Be aware of any form of abuse: physical, verbal, emotional, sexual, or financial.
- Recognize addictions.
- Honesty is important. Take note of behaviors and patterns that break trust.
- Be aware that you may be in a state of denial. This happens when you know a relationship is unhealthy but struggle to admit it.
- Identify power struggles, jealously, and control. Be sure this person does not isolate you from family and friends.

8. Choose your dating and marriage partner wisely.

- Discern character. Character is who you are when no one is looking. Look back at prior relationships to determine patterns of behavior. Crisis reveals someone's true character. Give your relationship lots of time.
- Do you feel encouraged, affirmed, inspired and challenged to grow and be a better person when you are together?

Sources: Stanley, S. M., Whitton, S. W., S Markman, H. J. 2004. Maybe I do: Interpersonal commitment and premarital or nonmarital cohabitation. Journal of Family Issues 25: 490-519. | Kamp Dush, C. M., Cohan, C. L., & Amato, P. R. 2003. The relationship between cohabitation and marital quality and stability: Changes across cohorts? Journal of Marriage and Family, 65, 539-549. | Phillips, J. A. and M. M. Sweeney. 2005. Premarital Cohabitation and the Risk of Marital Disruption among White, Black, and Mexican American Women. Journal of Marriage and Family 67:296-314. | Todd K. Shackelford. 2001. Cohabitation, Marriage, and Murder: Woman-Killing by Male Romantic Partners Aggressive Behavior 27:284–291.

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Rights vs. Responsibilities

HANDOUT

I Have the Right

- To ask for a date
- To refuse a date offer
- To suggest activities on the date
- To say what I think
- To have my own feelings and express them freely
- To tell someone when they are being impolite
- To tell someone I am uncomfortable
- To have my limits and values be respected
- To tell my date when I need affection
- To refuse affection
- To be heard
- To refuse to lend money
- To refuse sex with someone, even if they spent money on me
- To refuse sex any time for any reason
- To have friends and space aside from my partner

I Have the Responsibility

- To communicate clearly and honestly
- To determine my limits and values
- To ask for help when I need it
- To be considerate
- To set high expectations for myself and others I choose to be with
- To not put myself and others in situations that would lead to something I might regret

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Good Date/Bad Date

OBJECTIVE

To help students understand the difference between healthy and unhealthy dates.



MATERIALS

- *Flip chart and markers*
- *Two chairs in the front of the classroom*

STEP BY STEP

1. Divide your class into two groups. Give each group one piece of flip chart paper and a marker. Then, ask them to brainstorm a dream date using the following questions as a guide:
   - Who initiates the date?
   - Where will you go?
   - What will you do?
   - Who will pay for the date?
   - Will you be alone or with friends?
   - What will you both wear?
   - What, if any, physical contact would occur?
   - How will the date end?
   - What time will you come home?
2. Repeat step one. This time, however, change the task to brainstorming the worst date they can imagine.
3. Collect both sheets, and display them at the front of the room.
4. Select a spokesperson from each group to share their group's dating idea with the class. Ask the first group to share their date. Next, have the second group share.
5. Draw attention to the commonalities and differences between the two groups.

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6. Ask students to comment on what they do and do not like about the opposite group's ideal date. Follow the discussion with these questions:
   - Were there any major differences between the two group's ideal dates?
   - Were any of the date ideas surprising?
   - Is anyone currently experiencing dates like these in real life? Why or why not?
7. Share with the students that a little creativity and intentionality makes dating more enjoyable. Your time is valuable, and so are your relationships. Respect both by taking time to create good dates, not bad ones.

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Create a Date

OBJECTIVE

To explore creative, healthy, fun ways to date.



MATERIALS



- *Easel paper and markers*
- *Worksheet: Creating Great Dates on page 143*
- *Handout: Tips for Making Good Dates Great on page 144*
- *Handout: Creative Dating Ideas on page 145*

STEP BY STEP

1. Say, "Let's talk about dating. There's a lot to consider when planning a date with someone. For example:
   - Who calls whom?
   - Where do you go?
   - What time do you get started?
   - What time will you return? Is there a curfew?
   - Who's paying?
   - Will it be just the two of you or will others join you?
   - What's the attire?
   - How will you get there and back?
   - What will the physical boundaries be?
   - What might happen if drugs or alcohol are part of your time together?"

   (Write out each question, and explain it as you are writing.)
2. Divide students into 4 different groups. Assign each group a scenario from the *Creating Great Dates* worksheet, and have them plan a date. Distribute the *Tips for Making Good Dates Great* and *Creative Dating Ideas* handouts.
3. Give students 15 minutes to create their dates. Then ask a group spokesperson to present their group's dating scenario to the class.
4. Discuss the dates with the class.
5. Point out that having a dating plan, and being prepared, can help you have fun, stay within your budget, be a good example to your friends, and maintain your physical boundaries.

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CHARACTER SPOTLIGHT

Generosity

The quality of being willing to give or share. Abundance. Unselfishness.

Discuss this character trait in relation to what you want your future partner to be like. Instruct students to write a paragraph about a generous person they know or have heard or read about.

Pride

A sense of one's own proper dignity and value. An excessive high opinion of one's self. Conceit, arrogance.

Have students compare and contrast a healthy self-concept vs. an unhealthy (prideful) self-concept.

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Creative Dating Ideas

Compiled by students

HANDOUT

- Go on a bike ride
- Go sledding or tubing
- Go to a state fair
- Hike a mountain trail
- Go skiing
- Grab a movie
- Volunteer at a service organization together
- Go out for a coffee and talk
- Walk or jog together
- Go swimming
- See a concert
- Cook a meal together for one of your families
- Swing, climb and play at a park
- Walk in the park
- Watch people in the mall
- Go for a drive and explore new places
- Go ice-skating
- Run errands
- Go to the zoo
- Take creative pictures
- Plant a garden
- Take a "coin flip trip." Every time you come to a stop, flip a coin to decide which way to turn
- Look at old family photo albums
- Visit a ghost town
- Take your dog for a walk
- Visit an elementary school and play on the playground
- Get dressed up and have a candlelight dinner in your family room
- Look for cards at a card store that express your sentiments to each other; then "give" the cards to each other to read
- Go to a nice restaurant with live musicians and order appetizers or dessert
- Visit a museum
- Go to a historic site
- Explore a nature trail
- Gaze at the stars, look for constellations, use a telescope to see even more
- Chat beneath the stars about your hopes and dreams
- Bake cookies
- Surprise one another with dinner
- Wash your cars
- Play board games or card games
- Put a puzzle together
- Pick apples at an orchard
- Carve pumpkins
- Go horseback riding
- Learn to play a sport together
- Read a book together
- Fly a kite
- Take a picnic to the mountains
- Group date — especially in the initial stages of a relationship
- Throw a surprise party for a special occasion
- Take dinner into a movie theatre
- Watch a sporting event on TV
- Go to a ballet or play
- Make a creative audio recording
- Make a video
- Weed and care for a garden
- Go on a scavenger hunt
- Go water skiing
- Go snorkeling
- Go to an amusement park
- Take a behind-the-scenes tour at a food factory
- Serve meals to the homeless
- Create your family trees
- Eat a progressive dinner
- Explore old neighborhoods
- Play golf
- Create a web page together
- Make a photo album
- Create a video of your friends
- Write a story
- Publish a book
- Go to the gym
- Play basketball
- Dress up in fancy clothes and eat at a fast food place
- Plan a dream vacation
- Take $10 to the mall and see what you can buy

Add Your Own Ideas:

_____

_____

_____

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Love vs. Infatuation

OBJECTIVE

To help students understand the definition of love and differentiate its meaning from infatuation.

20 min

MATERIALS

- *Love/Infatuation Placards (Download from the Customer Resource Page)*
- *Worksheet: Love vs. Infatuation on page 151*
- *Answer Key: Love vs. Infatuation on page 152*

STEP BY STEP

1. Distribute the *Love/Infatuation Placards* in random order to students.
2. Place *Love* and *Infatuation* title cards on the classroom floor.
3. Instruct students to read the phrase on their flashcard, and place it under *Love* or *Infatuation*.
4. Ask students to return to their seats and reference their *Love vs. Infatuation* worksheet.
5. Using the *Love vs. Infatuation* answer key, discuss each phrase, and share its correct definition.

MAKE AN IMPACT

- Encourage students to choose a current, popular, love song, and write the lyrics on paper. Instruct them to identify the content as either *Love* or *Infatuation* after learning the true definitions from this lesson.
- Ask students to find a greeting card at the store that describes the kind of love they desire for their future. Have them write down the message, or take a photo of the card, and share the message with the class. Encourage students to post the words somewhere they can see it regularly to remind them of what true love looks like.

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Love vs. Infatuation

WORKSHEET

	Love	Infatuation
Lasting	○	○
Based on sex	○	○
Feel you must get married right away	○	○
"Grow into"	○	○
Giving	○	○
Temporary	○	○
Feeling of security	○	○
Based on physical attraction	○	○
Feeling of uncertainty	○	○
Weakened by time or separation	○	○
Starts and moves really fast	○	○
Putting yourself first	○	○
Based on shared experiences, beliefs or attitudes	○	○
Respects boundaries	○	○
A feeling	○	○
"I want you"	○	○
Putting your loved one first	○	○
A decision	○	○
In love with more than one person	○	○
Takes root slowly, grows with time	○	○
Taking/possessive	○	○
"Fall into"	○	○
An emotion	○	○
Devotion	○	○
In love with love	○	○
Strong friendship	○	○
"I love you"	○	○
Strengthened by time or separation	○	○
Inability to trust	○	○
Deep attraction	○	○
Not jealous	○	○

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Love vs. Infatuation

ANSWER KEY

	Love	Infatuation
Lasting	●	○
Based on sex	○	●
Feel you must get married right away	○	●
"Grow into"	●	○
Giving	●	○
Temporary	○	●
Feeling of security	●	○
Based on physical attraction	○	●
Feeling of uncertainty	○	●
Weakened by time or separation	○	●
Starts and moves really fast	○	●
Putting yourself first	○	●
Based on shared experiences, beliefs or attitudes	●	○
Respects boundaries	●	○
A feeling	○	●
"I want you"	○	●
Putting your loved one first	●	○
A decision	●	○
In love with more than one person	○	●
Takes root slowly, grows with time	●	○
Taking/possessive	○	●
"Fall into"	○	●
An emotion	○	●
Devotion	●	○
In love with love	○	●
Strong friendship	●	○
"I love you"	●	○
Strengthened by time or separation	●	○
Inability to trust	○	●
Deep attraction	●	○
Not jealous	●	○

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Foundations of a Healthy Relationship

OBJECTIVES



- To help students learn how to build a foundation for healthy, connected, and committed relationships.
- To show students that if a relationship grows too fast in one area, it may not be healthy or lasting.



MATERIALS

- *White board or flip chart*
- *Worksheet: Strong Foundations on page 155*
- *Handout: Assessing Foundations on page 156*
- *Worksheet: Tests of Trust on page 157*
- *Worksheet: Strong Foundations Interview, Part A on page 159*
- *Worksheet: Strong Foundations Interview, Part B on page 160*
- *Foundations of a Healthy Relationship slides from the Customer Resource Page*

STEP BY STEP

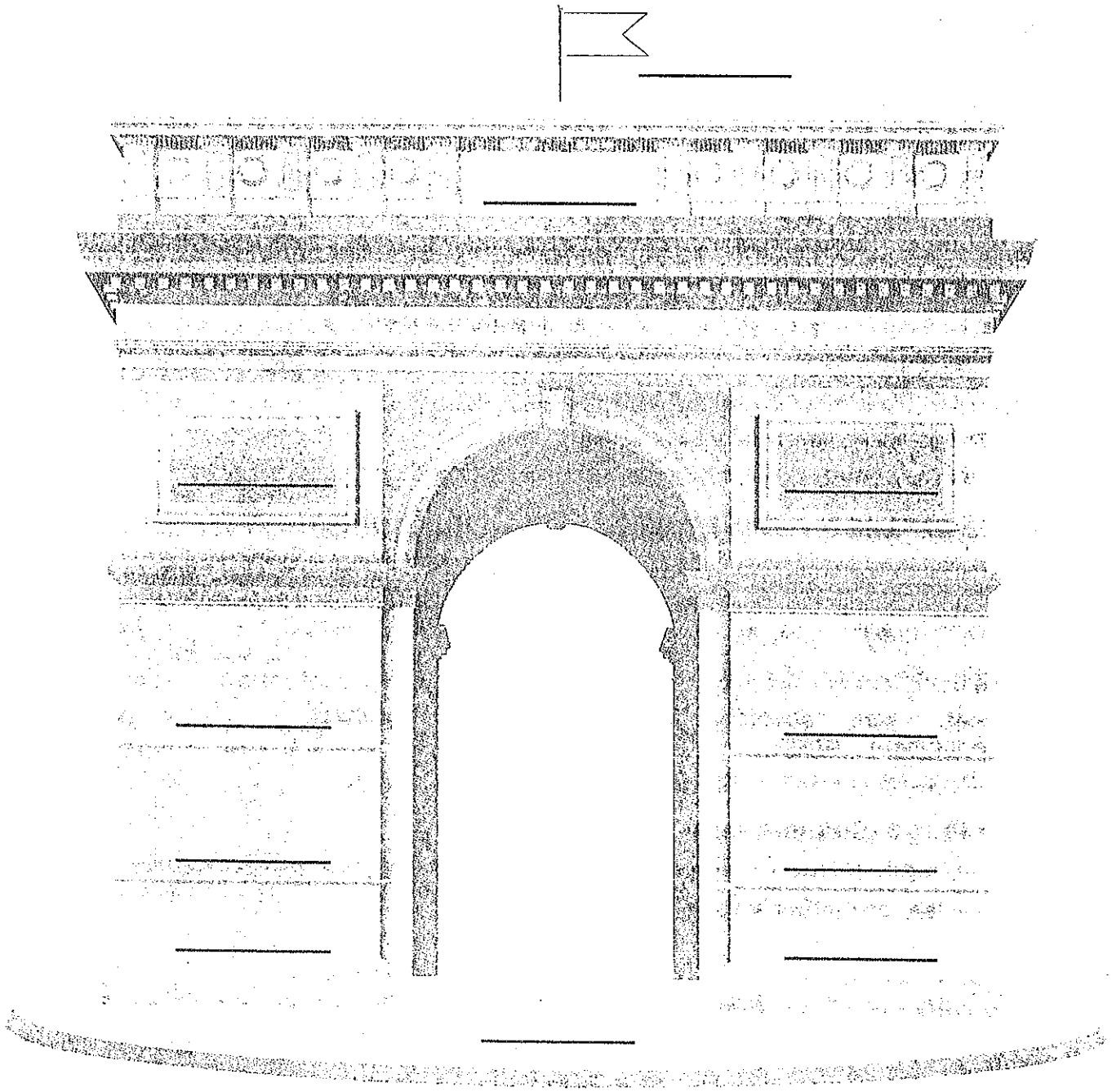
1. Ask the students, "How would you define the word foundation?"
2. Write the students' responses on a white board or flip chart.
3. Share the following definition of the word foundation with the students, "The natural or prepared ground or base on which a structure rests."
4. Display the *Foundations of a Healthy Relationship* opening slide. (Slides can be downloaded from the Customer Resource Page).
5. Ask your students, "Think of a 4-letter word that ends with the letter 'K'; it's the foundational principle of a relationship and means intercourse! Don't say it out loud!"
6. Then tell them, "The answer is 'Talk!' Discourse is talking among many people, whereas intercourse is talking between two people. When talking ends, so does the relationship."
7. Distribute the *Strong Foundations* worksheet, and allow time for students to complete as you teach the slides.
8. Continue advancing the slides and discussing each layer of a healthy relationship.

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Strong Foundations

WORKSHEET

Fill in the blanks with the components for creating strong foundations in your relationships.



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Assessing Foundations

HANDOUT

After learning the elements for building a strong foundation for lasting relationships, consider the following questions and assess the strengths of your relationship's foundation. If you are not currently in a dating relationship, save this resource for the future.

Talk (Communication)

- Is there anything you haven't talked about or are afraid to talk about with this person?
- How often do you spend time talking? Do you run out of interesting things to share?

Dating/Shared Experiences

- Do you spend your time doing things together that you both enjoy? What are some of your favorite dates?
- Is there anything you want to put on a dating "bucket list" with this person as you continue hanging out?

Shared Values/Being Friends

- What are the values you share as a couple?
- What characteristics does this person have that make you compatible as friends?

Similarities in Backgrounds/Honoring Boundaries

- What are some of the messages your family has communicated about relationships?
- What boundaries have you set for yourself, and does the person you are dating share and respect those boundaries?

Similar Goals/Trust

- What are your life dreams and goals? Do they compliment the dreams and goals of the person you are dating?
- Is this person trustworthy? Do their actions align with their words?

Marriage (Commitment)

- How long do you see this relationship lasting? Is this something you want for your future?
- What level of commitment do you have for one another.

After all of these foundations are established, you need to think about the level of physical intimacy you are experiencing with this person.

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Tests of Trust

WORKSHEET

When you "fall in love" with someone there is a period where both people put their best foot forward. We initially tend to minimize, or even not see, the negatives in a person we are attracted to. Paying attention to previous relationships and relationship patterns is smart because how we act in the past says a lot about how we will act in the future. Beware of thinking, **"This person is different with me."**

○ **Yes**	○ **No**	Does this person keep their promises?
○ **Yes**	○ **No**	Can this person keep secrets?
○ **Yes**	○ **No**	Does this person admit they are wrong and apologize?
○ **Yes**	○ **No**	Is this person generally kind to others?
○ **Yes**	○ **No**	Does this person show empathy towards others?
○ **Yes**	○ **No**	Is this person a good listener?
○ **Yes**	○ **No**	Does this person show they are aware of how their actions affect others?
○ **Yes**	○ **No**	Does this person take responsibility for their own actions?
○ **Yes**	○ **No**	Can this person control their anger?
○ **Yes**	○ **No**	Does this person display honesty?

○ **Yes**	○ **No**	Does this person continually put people down?
○ **Yes**	○ **No**	Does this person make unfair judgments or spread rumors about others?
○ **Yes**	○ **No**	Does this person use or take advantage of others?
○ **Yes**	○ **No**	Does this person put up a pretend or phony front?
○ **Yes**	○ **No**	Does this person act helpless and look for others to take care of them?
○ **Yes**	○ **No**	Does this person blame others?
○ **Yes**	○ **No**	Does this person run away from problems?
○ **Yes**	○ **No**	Does this person engage in regular drug or alcohol use?

If you answered more no's on the top half and more yes's on the bottom half, beware. This person has many problematic behaviors that will make it difficult to have a successful and healthy relationship. If you answered more yes's on the top half and more no's on the bottom half, this person possesses positive relationship qualities.

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Relationship Red Flags

OBJECTIVE

To make students aware of danger signs and red flags in a relationship.

MATERIALS



- *Worksheet: Relationship Red Flag Warning Inventory on page 163*
- *Handout: Breakup Skills on page 165*

STEP BY STEP

1. Handout a *Relationship Red Flag Warning Inventory* worksheet to each student.
2. Discuss each warning sign, and encourage students to give examples from their own experience.
3. Have students fill out the *Relationship Red Flag Warning Inventory* worksheet. Stress that this will not be turned in! It is merely a tool to help them investigate their current or a past relationship.
4. Distribute the *Breakup Skills* handout to each student.
5. Discuss that relationship abuse comes in many forms.
6. Go through each item on the *Relationship Red Flag Warning Inventory* and have students identify physical, intellectual, emotional, social, spiritual and financial dimensions of abuse.

EDUCATOR NOTE

- If student darkens 1-5 circles, encourage a conversation about these red flags with their partner.
- If student darkens 6-15 circles, this indicates they are in an unhealthy relationship. Ask them to consider a course of action, and discuss these Red Flags with a parent or trusted adult.
- If student darkens 16-26 circles, refer them to a professional for intervention.

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Relationship Red Flag Warning Inventory

WORKSHEET

Darken the circle for each statement that applies.

- ○ I am becoming isolated from my friends and my family.
- ○ Sometimes I feel really stupid around this person.
- ○ I am becoming obsessed with this person.
- ○ There is a lot of possessiveness in this person.
- ○ I can't stand to see this person talking to another attractive person.
- ○ We are always doing what my partner wants to do.
- ○ We can't seem to keep our hands off each other.
- ○ This person has pushed or shoved me.
- ○ I do not feel emotional safety with this person.
- ○ This romance started very quickly.
- ○ This person yells at me and puts me down.
- ○ I have unresolved conflict with this person, but it doesn't matter.
- ○ This person is not consistent with financial decisions.
- ○ We are frequently alone and physical with one another.
- ○ This person frequently embarrasses me or makes fun of me in front of others.
- ○ This person makes me feel there is no way out of this relationship.
- ○ This person uses intimidation to make me do what they want.
- ○ This person seldom takes responsibility for consequential actions and blames others for problems.
- ○ This person seems to have a short fuse and gets angered easily.
- ○ When I am around this person, I often feel guilty or inadequate.
- ○ This person takes charge and is controlling.
- ○ At times this person is extremely charming and tells me how much I am loved, but other times this person is demeaning and disrespectful.
- ○ Most of my family and friends disapprove of this person.
- ○ I don't get along with this person's family or friends.
- ○ This person does not honor my boundaries.
- ○ My attitude towards my future plans and goals are changing.

If after filling out this list you feel your relationship is unhealthy, seek help.

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Breakup Skills

HANDOUT

HOW TO BREAK UP

1. Be in a space that you can be face to face. If you are worried about their response, go to a place where others will be, like a restaurant or a park.
2. Stick to the facts of the relationship.
3. Write down 5 things you liked about the relationship.
4. List the things that are unacceptable and are deal breakers.
5. Use "I" statements not "You" statements.
6. Outline that, although this relationship did not work out, you hope this person will be happy.
7. Agree to have no contact, no coffees, no texts, no phone calls, no meetings for a certain amount of time after the breakup.
8. Don't assign blame or shame to one another.
9. Be factual and honest.
10. Remain kind and calm. State your case clearly and directly.
11. Remember, you do not need to justify, defend or explain.
12. Practice what you are going to say. Write it out if that helps.
13. Speak from your heart, not from a script.
14. Reflect on what you can learn from this relationship.
15. Let a good friend know what you are going to do, and where you are going to be, for backup/support.

POSSIBLE REASONS FOR BREAKING UP

- Lack of respect
- Jealously
- Control
- Cheating
- Abuse
- Violence
- Lack of character
- Sarcasm
- Not teachable or coachable
- Little humor
- No fun
- Blame shifting
- Self-absorbed
- Little accountability for actions
- Too serious too soon
- Have little in common
- Expectations for life do not match

Have a discussion about each of these reasons. Can you name a few others?

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Breakup Skills

HANDOUT

Surviving a Relationship Break-Up: Top 20 Strategies

Surviving a relationship breakup can be one of the most difficult things we ever do. Losing a significant other can feel like your heart is literally being torn out. This handout will impart helpful strategies to cope with your break-up in the healthiest way possible. These strategies will not stop you from experiencing the pain of the loss, but instead, will help you move through the grieving process as quickly as possible and let you move on to ultimately have more satisfying relationships in the future.

1. Don't fight your feelings. Express them either in a journal or to someone you trust. There are several conditions that will likely intensify your negative feelings, including:
   - Not being the one who decided to break up
   - Not seeing the break-up coming
   - This being your first serious relationship
   - Your ex being your only real close friend
   - Continuing to run into your ex
   - The relationship having made you feel whole or complete
   - Your ex starting to date someone right away
   - Having been sexually active with your partner
   - Thinking about your ex being sexually active with another partner
   - Believing that your ex is the only one in the world for you
2. Understand that break-ups are often an inevitable part of dating and discovery.
3. Don't personalize the loss.
4. Treat yourself well.
5. Get back into a routine.
6. Indulge yourself.
7. Be graceful with yourself.
8. Don't lose faith in people or relationships.
9. Exercise and eat healthy foods.
10. Get enough sleep.
11. Let go of the hope you will get back together.
12. Don't rely on your ex for support or try to maintain a friendship.
13. Avoid alcohol, drugs or getting back into a relationship too soon.
14. Make a list of your ex's annoying qualities.
15. Avoid the desire to take revenge.
16. Examine what you can learn from the relationship.
17. Make a list of all the benefits of being single.
18. Perform a closure ritual.
19. Remember that you can survive on your own.
20. Start dating again (when you are healed and healthy).

Adapted from Dr. Kim Maertz, Mental Health Centre, University of Alberta

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Addressing Sexual Assault

OBJECTIVES



- To help students know how to respond when feeling unsafe, and to assist students with prevention strategies.
- To help students learn important response strategies if they have been victims of sexual assault.

MATERIALS

- *Handout: Addressing Sexual Assault on page 169*
- *Handout: How Sex Is Misused on page 172*

STEP BY STEP

1. Distribute the *Addressing Sexual Assault* and the *How Sex Is Misused* handouts.
2. Talk though each section with the class, and allow ample time for questions and answers.
3. Remind the class that they can talk with you privately if they would prefer to clarify, ask questions, or learn more about anything covered in the handouts.

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Addressing Sexual Assault

HANDOUT

Dating Violence

Any time you are getting yelled at, threatened, bullied, shoved, pushed, abused or slapped, that is considered violence.

To Combat Dating Violence

- Stand up for yourself
- Set boundaries
- Leave the situation
- Ask for help
- Inform a trusted adult
- Stay away from the abuser
- Know safe places you can go
- Create a safety plan
- Remember, abuse is not your fault

Defining Sexual Assault

Any time a person's protest against engaging in sexual activity is ignored, sexual assault has occurred. The aggressor could be anyone: an acquaintance, co-worker, or even someone you are dating.

Why should you be concerned about sexual assault?
First, because sexual assault is a serious crime. Second, most people imagine the typical person committing sexual assault as a psychotic stranger lurking in an alley. In reality, assaults are often committed by a seemingly "nice person" whom the victim may know quite well. No matter who the perpetrator is, sexual assault is an act of violence and a violation of personal rights. Sexual assault causes great emotional and, often, physical injury to the victim.

Sexual assault is partly the result of the way some people think they are supposed to behave. Some think they should be aggressive and in control. Some individuals see sexual intimacy as a competition, like a game. As when competing in sports, some individuals feel that they must "win" at any cost. Even the slang of sexual conquest is similar to that of sports: individuals speak of "scoring" with sex. Some see the object of a date is to see how far they can get in pressuring someone to have sex. This abusive attitude has nothing to do with sex; it's really about power and control.

Most people do not view a date or sexual intimacy as a contest. Many have not been taught to be assertive in resisting things they don't want to do. As a result, they are often blindsided and are unprepared to resist the aggression of a dating partner.

Drinking, Drugs, and Date Rape

The danger of sexual assault goes up whenever drinking or drugs are used by either person on a date. Because drinking and drugging lowers inhibition, a potentially violent partner is more likely to commit sexual assault when under the influence. No one gives up the right to say "No" if they are drinking, but, some partners will try to take advantage of an impaired date. Since substance use affects judgment, an individual may find themselves in a dangerous situation, alone with a partner and away from help, because drinking dulls awareness.

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Addressing Sexual Assault

HANDOUT

What to Do If You Are Sexually Assaulted

Get to a Friend

Go to a friend's house or any place where people can give you emotional support, or call 911.

Go to a Hospital

See a doctor immediately for treatment of any injuries and for other tests, which can provide important medical evidence. Don't bathe, shower, or change clothes before you go.

Report the Assault

Remember that reporting sexual assault is an important part of ending sexual violence, but you should be comfortable with the decision.

Seek Counseling

Whether or not you report the sexual assault and participate in legal action, you should consult a trained sexual assault crisis counselor, hospital, rape-crisis center or mental health center. Many confusing feelings are present after an assault.

Remember

If you are a victim of sexual assault, remember that it is not your fault. There is nothing for you to feel ashamed or guilty about. You are not to blame. Remember also that reporting the assault may lessen the chances of it happening to others.

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Addressing Sexual Assault

HANDOUT

Be Aware and Consider

Stay aware of the following safety tips:

Communicate Clearly

Make it clear to your date how you expect to be treated. Let your date know you will not tolerate any kind of abuse.

Avoid dangerous situations

Avoid places where you will be alone until you get to know your date. Double date or go to public places where you can get help if you need it.

Be in Control

Try not to be helpless or "in debt" to a dating partner:

- Have an alternate way home.
- Do not think that you owe your date sexually just because they paid for the date.
- Do not use alcohol or other drugs. These substances can severely hamper your ability to think clearly and act quickly in a dangerous situation.

Be Selective

Think twice about going out with someone who:

- Often puts people down with comments such as, "they are so stupid..."
- Uses alcohol or other drugs
- Enjoys pornography
- Wants to be in control of where you go, what you do
- Is given to angry, aggressive outbursts or extreme jealousy
- Uses physical force (squeezing, pushing, slapping)
- Drives recklessly, especially with you in the car

If the person you are dating has these tendencies, discuss your concerns and make your feelings clear. If the person is impatient or refuses to discuss your concerns, you should seek help.

Trust your Instincts

If you are concerned about someone you are dating or want to date, trust your feelings. Get to know the person a little better before you go out. For example, talk on the phone, write notes to each other, share lunch in the cafeteria.

Getting too close too soon and not creating healthy boundaries can make you vulnerable. Be sure that your relationship is healthy and safe.

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How Sex Is Misused

HANDOUT

1. **Sexual behavior as a "duty."**
   When sexual behavior is viewed as a "chore" the joy and interaction which should result from the intimacy usually becomes resentment.
2. **Sexual behavior to get or payback a favor.**
   Sex is used to "soften up" one's partner. There is a sense of coercion and threat if the favors cease.
3. **Sexual behavior as a "hook."**
   This is typical with people suffering from low self-worth. It is frequently seen with people who need to be needed.
4. **Sexual behavior as proof of loyalty.**
   Sex doesn't create loyalty, but rather can create guilt, thereby keeping that partner sexual with that same partner for fear they are not attractive to anyone else.
5. **Sexual behavior as proof of power.**
   People who feel acceptable only because they have scored with several partners fit into this category. This misuse of sex is described as conquest over friendship or relations.
6. **Sexual behavior as proof of maturity and sophistication.**
   This behavior is characterized as a rite of passage into adulthood. More often this behavior is associated with low self-esteem and an inability to mature gradually.
7. **Sexual behavior as punishment of others.**
   Using sex as a form of coercion or control intended to punish someone else.
8. **Sexual behavior as self-punishment.**
   In this situation, sexual behavior occurs with unloving partners in an unloving manner with a blatant disregard for the consequences to themselves.
9. **Sexual behavior as a way to obtain warmth, comfort, loving feelings, contact and connection.**
   This is especially dangerous for young people because of the high degree of disappointment that occurs when this behavior is all that the couple now has together.
10. **Sexual behavior to become pregnant.**
    Many young people are articulating a desire to have a baby. This is especially problematic because of their idealized view-point that a baby will belong to them and will love them back; thus solving their many problems of hopelessness and despair. A teenage pregnancy will make problems worse.
11. **Sexual behavior that is characterized as the only way to show love.**
    Many sexually abused children experience this. They have been sexualized by someone they loved and trusted and this became the norm to show affection.

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Bullying and Violence

OBJECTIVES



- To increase awareness of bullying, to teach proactive strategies for overcoming bullying.
- To equip students with practical methods for reducing bullying.

MATERIALS

- *Wooden heart, nails, hammer*
- *Handout: Preventing Bullying/Violence on page 179*
- *Worksheet: Bullying Words and Actions Around Us on page 180*
- *Worksheet: Words and Acts of Kindness Around Us on page 181*
- *Handout: Save a Life Suicide Awareness on page 182 (Optional)*

STEP BY STEP

1. Ask students to place their heads down on their desk and to close their eyes. With all eyes closed, and heads down, instruct students to raise their hand if they have ever been picked on, called a name, excluded, teased, or shoved at school. Count the number of hands. Ask students to put their hands down and lift their heads. Share the general number of hands that were raised. Explain that many of us have experienced these things. Ask for volunteers to share their experiences. Then, ask how they felt when these things happened.
2. Write the feelings expressed in this exercise on the board.
3. Take out the wooden heart and pound a nail into it for each example expressed.
4. Remove the nails, and share, "hurtful words and actions can leave holes in our hearts".
5. Ask the students how many people are typically involved in a bullying situation.
6. Explain that there are usually 3 involved: the bully, the person being bullied, and the bystander.
7. Ask students what they can do to reduce violence or hurt if they find themselves in any one of those roles.
   - What can the bully do?
   - What can the bullied do?
   - What can the bystander do?

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8. Write their suggestions on the board. Some of these might include:
   - Articulate to the bully that what they are doing is hurtful and mean.
   - Speak calmly.
   - Offer your opponent a way to save face and a way out. "I know you don't want to do this."
   - Leave the situation.
   - Use conflict resolution techniques.
   - Ask for help from adults.
9. Distribute the *Preventing Bullying/Violence* handout, and talk about the suggestions listed.
10. Distribute the *Bullying Words and Actions Around Us* worksheet, and ask students to document any bullying they observe for one week.
11. Ask a positive question, such as, "How can we turn this around in our school?" Rather than talking about anti-bullying, have the students brainstorm ways to be kinder and to make the school a safer and more pleasant place for all students.
12. Write down their suggestions, and generate 3 ways to make your classroom and school a safer and kinder place.
13. Come up with contests, incentives, prizes and other creative ways to catch the students either saying affirming and encouraging things to one another or doing random acts of kindness.
14. Create a pledge that your classroom will be characterized by an "Only kindness spoken here" policy.
15. Point out that kindness is happening in the class and that it is important to recognize it.
16. Pass out the *Words and Acts of Kindness Around Us* worksheet.
17. Ask students to also document random acts of kindness, affirmations and encouragements they witness around school for one week as an assignment.
18. When completed, compare and contrast the activity charts. This could be a fun, ongoing assignment to increase awareness and track changes.

MAKE AN IMPACT

Have students consider the role bullying might play in suicide. Distribute the *Save a Life Suicide Awareness* handout and discuss.

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Preventing Bullying/ Violence

HANDOUT

Keep in mind

1. Recognize bullying situations involve a bully, someone being bullied, and a bystander. All three are unacceptable.
2. Stand up for yourself. Do not accept name calling or intimidation.
3. Keep telling someone until they listen.
4. Call the police, if necessary.
5. Get a buddy system going.
6. Be aware of safe places you can go.
7. Create a safety plan.

Examples of Bullying Behavior

Harassment	Intimidation	Gossiping
Isolation	Threats	Limiting Independence
Humiliation	Violating Privacy	Bossing

Remember that hurting people often hurt others. Be sensitive, and use empathy, when exploring a bully's motives, as bullying behavior often stems from adverse experiences.

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Bullying Words and Actions Around Us

WORKSHEET

Date: _____

Word/Phrase/Action	Who Used/Did	Where	Intention	Reaction

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Words and Acts of Kindness Around Us

WORKSHEET

Date: _____

Word/Phrase/Action	Who Used/Did	Where	Intention	Reaction

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Save a Life

Suicide Awareness

HANDOUT

While suicide may not seem common, it is a major cause of death. In fact, suicide is a leading cause of death for youth between the ages 14-24.

Warning Signs of Suicide

- Talking about wanting to die
- Researching methods for taking a life
- Talking about hopelessness or having no reason to live
- Expressing feeling trapped
- Saying things like, "I am a burden"
- Increasing the use of drugs and alcohol
- Acting anxious and agitated regularly
- Sleeping too much or not enough
- Withdrawing from family and friends
- Showing rage or talking about revenge
- Displaying extreme mood swings

Taking Action

Take any threat or talk about suicide seriously. Start by telling the person that you are concerned. Don't be afraid to ask whether they are considering suicide or have a plan or method in mind. Resist the urge to argue the person out of suicide by saying, "You have so much to live for" or "Your suicide will hurt your family and friends." Instead, seek professional help.

In a Crisis

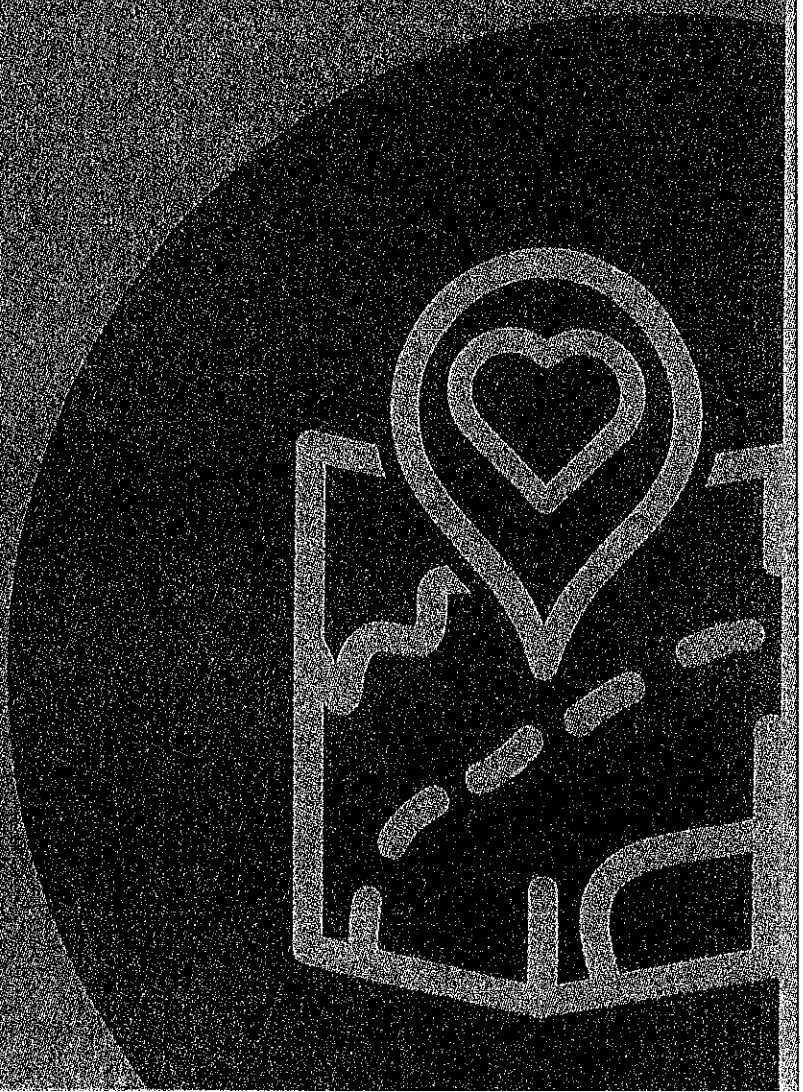
- Call 911.
- Do not leave the person alone.
- If safe to do so, remove any firearms, alcohol, drugs or sharp objects that could be used.
- Call the National Suicide Prevention Lifeline:
  1-800-273-TALK (8255).
- Take the person to an emergency room or walk-in clinic at a mental health facility.

For more information visit, *www.suicidepreventionlifeline.org*

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5 Cultural Influences

This unit is designed to incorporate the Cognitive Behavior Theory that will help students recognize and understand the influences that affect their behaviors. One of the major objectives of this section is to assist students in navigating their world to become critical thinkers and decision makers.



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The Media's Influence

OBJECTIVE

To help students discover how the media influences their lives.



MATERIALS

- *Worksheet: The Media's Influence on Me on page 187*
- *Worksheet: Advertising and Sexuality on page 188*

STEP BY STEP

1. Distribute *The Media's Influence on Me* and the *Advertising and Sexuality* worksheets to each student.
2. Ask the students to complete their worksheets.
3. Spend time discussing the questions and answers with the class.
4. Help students see the overwhelming number of advertising messages they are exposed to on a regular basis, all of which are intended to influence their thoughts and actions.

EDUCATOR NOTE

On *The Media's Influence on Me* worksheet, students make a guess at how much it costs to run one ad during the Super Bowl. The cost for a Super Bowl ad started at $42,000 in 1967, current costs are in the millions, and continue to rise each year.

MAKE AN IMPACT

Have students use the *Advertising and Sexuality* worksheet to analyze an ad or two they select. Point out that many of the ads will have tremendous similarities.

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CONNECT AT HOME

For a homework assignment, ask each student to bring in four different advertisements that use sex to sell a product. Keep one of the four that most dramatically makes the point. Then present these advertisements to the class, and discuss what is really being sold in each one (sex, sensuality). Take care to not showcase advisements that are too provocative. The goal is to create awareness and help students to become media literate. Talk about how advertisements condition us to think the world is different than it really is.

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The Media's Influence on Me

WORKSHEET

Exposure

I normally receive _____ text messages/day.

I spend about _____ hours on social media.

I am on my cell phone _____ minutes/day.

I send _____ pictures/day from my cell phone.

I normally watch or stream _____ shows/day.

I watch _____ movies/month and go to the movies _____/month.

I see _____ ads online/week.

I read or browse _____ magazines each week.

I listen to the radio _____ minutes/day.

Do you listen to the advertisements on the radio or while streaming music? _____

I play apps/games/video games about _____ times/week for _____ hours.

I listen to, or stream, music online _____ times a week for _____ hours.

Why do you think there are so many advertisements everywhere?
Do you think media messages have the power to change behavior?
When has it influenced your behavior?
What risky behaviors are made normal by the media?

Messages

Which shows portray healthy, young role models?
What does the music you listen to say about relationships and love?
How much do you think it costs to run one ad during the Super Bowl?
How much money do you think is spent on advertising every year?
What age group are most advertisers interested in reaching and influencing? Why?

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Advertising and Sexuality

How Our Culture Molds Our Perceptions

WORKSHEET

Use this worksheet to analyze an advertisement in greater detail.

Name: _____

Source: _____

Featured Product: _____

PEOPLE

Check all that apply:

- ○ Young Adult Female
- ○ Young Adult Male
- ○ Young Child
- ○ Old Individual
- ○ Wealthy
- ○ Poor
- ○ Healthy
- ○ Sick
- ○ Happy
- ○ Sad
- ○ Stylish
- ○ Plain

VALUES

Check all values, feelings, priorities or goals associated with the product in the ad:

- ○ Improving looks
- ○ Losing weight
- ○ Friendships
- ○ Self-centered
- ○ Happily married couples
- ○ Others-oriented
- ○ Power
- ○ Freedom
- ○ Responsibility
- ○ Family-centered
- ○ Single people engaging in physical intimacy

PRODUCT PRESENTATION

Check one:

- ○ The product appeared in a primary location, such as the middle or largest portion of the ad
- ○ The product appeared in a secondary location such as a corner or the bottom of the ad with a smaller image.
- ○ The product did not appear at all.

CLOTHING

Check all that apply:

- ○ Modest clothing
- ○ Swimsuit
- ○ Business attire
- ○ Sports Attire
- ○ Daring or sexy clothing
- ○ No clothing

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Advertising and Sexuality

How Our Culture Molds Our Perceptions

WORKSHEET

TARGET AUDIENCE

Check the age group you think they're trying to reach:

- ○ 0-6 yrs
- ○ 7-12 yrs
- ○ 13-16 yrs
- ○ 17-19 yrs
- ○ 20-29 yrs
- ○ 30-44 yrs
- ○ 45 yrs or older

GRAPHICS

Check one that best describes the graphics:

- ○ Black, dark
- ○ Soft, gentle, pastels
- ○ Bright, bold, primary
- ○ White, light
- ○ Grey, muted, drab

LOCATION

Check the age group most likely to be targeted by the location of the ad:

- ○ 0-6 yrs
- ○ 7-12 yrs
- ○ 13-16 yrs
- ○ 17-19 yrs
- ○ 20-29 yrs
- ○ 30-44 yrs
- ○ 45 yrs or older

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Internet and Texting

OBJECTIVE

To equip students to understand the responsibilities and repercussions surrounding behavior on the Internet, social media, and cell phones.



MATERIALS

- *Large sheets of paper/markers*
- *Handout: RU Safe? on page 193*

STEP BY STEP

1. Ask students how the Internet, cell phones, and social media have impacted relationships in their generation.
2. Divide students into groups, and have them brainstorm answers for the following questions:
   - Examples of social media posts that caused someone pain.
   - Examples of things that would be easy to send in a text message but difficult to communicate face to face.
   - Examples of things accessible online that are not healthy for relationships.
3. Ask each group to pick a spokesperson to report some of the answers they discussed.
4. Distribute the *RU Safe?* handout, and have students review the list. Discuss any potential dangers regarding relationships because of the Internet, social media, and cell phones.



EDUCATOR NOTE

Remind students that even when they delete text messages, all phone records can easily be recovered. Sexting has the potential to make you a registered sex offender if those involved are under the age of 18.



CONNECT AT HOME

Send the *RU Safe?* handout home to discuss with parent(s)/trusted adult.

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RU Safe?

HANDOUT

The following list contains helpful reminders for safely navigating the internet and social media.

- Never post personal information (such as name, age, address, phone number, school, town, password, schedule) about yourself or anyone else. With your phone number, anyone can easily get your address and a map to your house.
- Never post details online about where you will be or what you will be doing.
- Never send or post pictures to people you don't know. Even when posting or texting pictures among people you do know, use discretion and set boundaries about the types of pictures sent. Do not send or post pictures with nudity or that have sexual content.
- Never buy or order products online or give out any credit card information online without permission.
- Use gender-neutral account log-ins.
- Remember you do not have to accept every friend or follower request. If you do not recognize someone, or have context for them in your life, disregard invitations on your social media accounts.
- Don't feel pressure to respond or reply to every post you see.
- Never respond to any belligerent or suggestive contact or anything that makes you feel uncomfortable. End such an experience by deleting the post or reporting it as inappropriate.
- Always tell someone you know about anything you saw, intentionally or unintentionally, that is upsetting.

Source: www.isafe.org

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Not I

OBJECTIVE

To demonstrate the importance of intentionality when making difficult decisions.

up to 10 min

STEP BY STEP

1. Ask students to pair up and sit face to face.
2. Ask one of the pair to ask questions about the other, such as, "What do you like to do?", and have the other give answers about themselves for 2 minutes without ever using the word, "I."
3. At the end of the 2 minutes, ask the pairs to switch roles for another 2 minutes.
4. Ask a couple of the students to share something they learned about someone else.
5. Lead a group discussion about how it felt doing this activity. Ask students to share observations and identify the skills necessary to accomplish the goal of not doing something that feels natural.

   Answers might include:

   - We learned we need to focus
   - We learned we need to talk slowly
   - We learned we need to be intentional
   - We know we need to be creative
   - We know we need to try to help each other by the questions we ask
   - We know we need to use alternative words
6. Ask the students, "Would people engaging in this activity be successful not using the word "I" if they were drinking or using drugs? Why? Why not?"
7. Compare this activity to being intentional about resisting additional high risk behaviors.

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The Influence of Drugs and Alcohol

OBJECTIVES



- To teach students how drugs and alcohol compromise their abilities to complete a task.
- To increase awareness of the research associated with drug and alcohol use.
- To help students discover how alcohol and drug use increases their vulnerability to sexual advances.

MATERIALS

- *4 button up shirts*
- *4 grass skirts or pom-poms*
- *4 hangers*
- *Handout: Drugs and Alcohol Research on page 199*
- *Handout: The Benefits of Staying Drug, Alcohol and Tobacco Free on page 202*

STEP BY STEP

1. Ask the students to raise their hands if they know anyone who drinks or uses drugs.
2. Have a discussion about the implications of this behavior.
3. Hang 4 shirts around the room on a hanger with buttons undone.
4. Get students into 4 groups. Inform them that they are now going to have a relay race where each student in the group has a different assignment.
5. When the relay is done have the students return to their seats.
   - The first student has to button all the buttons on the shirt.
   - The second runner has to unbutton all the buttons on the shirt.
   - The third runner has to hang the grass skirt or pom-poms in front of the shirt.
   - The fourth runner has to button the buttons with the grass skirt or pom-poms in the way of the buttons.
   - The fifth runner has to unbutton the buttons with the grass skirt or pom-poms in the way.
6. Ask them to report on what leg of the relay was the least difficult and what was the most difficult.

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7. Make the analogy that the grass skirt or pom-poms got in the way of accomplishing a task, as alcohol and drugs get in the way of healthy brain development.
8. Award a prize to the winning team.
9. Distribute the *Drugs and Alcohol Research* and *The Benefits of Staying Drug, Alcohol and Tobacco Free* handouts. Read them out loud and have students discuss the implications of the research.
10. Talk about how using substances impacts sexual activity and how many students regret losing their inhibitions and self-control once they are sober.

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Drugs and Alcohol Research

HANDOUT

Underage Drinking

Alcohol is the most commonly used and abused drug among youth in the United States.

- Excessive drinking is responsible for more than 4,300 deaths among underage youth each year, and cost the U.S. $24 billion in economic costs in 2010.
- Although drinking by persons under the age of 21 is illegal, people aged 12 to 20 years drink 11% of all alcohol consumed in the United States.4 More than 90% of this alcohol is consumed in the form of binge drinks.
- On average, underage drinkers consume more drinks per drinking occasion than adult drinkers.
- In 2013, there were approximately 119,000 emergency rooms visits by persons aged 12 to 21 for injuries and other conditions linked to alcohol.

Drinking Levels Among Youth

The 2017 Youth Risk Behavior Survey found that among high school students, during the past 30 days:

- 30% drank some amount of alcohol.
- 14% binge drank.
- 6% drove after drinking alcohol.
- 17% rode with a driver who had been drinking alcohol.

Consequences of Underage Drinking

Youth who drink alcohol are more likely to experience:

- School problems, such as higher absence and poor or failing grades.
- Social problems, such as fighting and lack of participation in youth activities.
- Legal problems, such as arrest for driving or physically hurting someone while drunk.
- Physical problems, such as hangovers or illnesses.
- Unwanted, unplanned, and unprotected sexual activity.
- Disruption of normal growth and sexual development.
- Physical and sexual assault.
- Higher risk for suicide and homicide.
- Alcohol-related car crashes and other unintentional injuries, such as burns, falls, and drowning.
- Memory problems.
- Abuse of other drugs.
- Changes in brain development that may have life-long effects.
- Death from alcohol poisoning.

In general, the risk of youth experiencing these problems is greater for those who binge drink than for those who do not binge drink.

Youth who start drinking before age 15 years are six times more likely to develop alcohol dependence or abuse later in life than those who begin drinking at or after age 21 years.

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Drugs and Alcohol Research

HANDOUT

Nicotine and Tobacco

- If cigarette smoking continues at the current rate among youth in this country, 5.6 million of today's Americans younger than 18 will die early from a smoking-related illness. That's about 1 of every 13 Americans aged 17 years or younger who are alive today.
- In 2018, about 7 of every 100 middle school students (7.2%) and about 27 of every 100 high school students (27.1%) reported current use of a tobacco product.
- Tobacco product use is started and established primarily during adolescence.
- Nearly 9 out of 10 cigarette smokers first try cigarette smoking by age 18, and 98% first try smoking by age 26.
- Each day in the U.S. about 2,000 youth under 18 years of age smoke their first cigarette and more than 300 youth under 18 years of age become daily cigarette smokers.
- Current (past 30 day) use of e-cigarettes went up among middle and high school students from 2011 to 2018.

Adolescents and Marijuana

Marijuana is the illicit drug most likely to be used by teens in the U.S. According to the 2018 Monitoring the Future (MTF) Study.

- 35.6% of students had used marijuana one or more times during their life
- 6.8% of students had tried marijuana for the first time before age 13.

Concerns about adolescents and Marijuana use

Most people agree that marijuana use hurts adolescents more than adults. However, anyone who uses marijuana may suffer from negative health effects, such as testicular cancer, heart attacks, respiratory disease, a weakened immune system, pregnancy complications, and low birthweight. In addition to physical health effects, marijuana use also is linked with cognitive problems; low academic achievement and other educational outcomes; impaired social functioning; and mental health disorders, including depression and anxiety.

Marijuana use can have an impact on the following:

1. **Memory, Attention, and Learning:**
   Marijuana use has been linked to lower IQ scores as well as poorer memory and attention. There is added concern because adolescence is an important time in development when young people's brains are building the connections to improve executive functioning (e.g., self-control, creative thinking, and decision-making skills).
2. **Health:**

Testicular cancer	Respiratory disease	Pregnancy complications
Heart attacks	Weakened immune system	Low birth weight

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Drugs and Alcohol Research

HANDOUT

3. Psychological and Social:
Impaired social functioning; and mental health disorders, including depression and anxiety.

3. Legal:
As of August 2017, people under the age of 21 cannot buy recreational marijuana, and people over 21 cannot give marijuana to people under 21.

Alcohol References:

- *https://www.cdc.gov/alcohol/fact-sheets/underage-drinking.htm*
- *https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf (Pages 43-48)*
- *Centers for Disease Control and Prevention (CDC). Alcohol-Related Disease Impact (ARDI). Atlanta, GA: CDC.*
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- *Office of Juvenile Justice and Delinquency Prevention. Drinking in America: Myths, Realities, and Prevention Policy [PDF-1.03MB]. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, 2005.*
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- *Substance Abuse and Mental Health Services Administration, Center for Behavioral Health Statistics and Quality. The DAWN Report: Highlights of the 2010 Drug Abuse Warning Network (DAWN) Findings on Drug-Related Emergency Department Visits [PDF-410KB]. Rockville, MD; 2012.*
- *Kann L, Kinchen SA, Shanklin S,et al. Youth Risk Behavior Surveillance—United States, 2013. CDC Morb Mort Surveil Summ 2014;63(SS-04):1–168.*
- *Substance Abuse and Mental Health Services Administration. Results from the 2013 National Survey on Drug Use and Health: Summary of National Findings [PDF-3.2MB]. NSDUH Series H-48, HHS Publication No. (SMA) 14-4863. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.*
- *Johnston, L D, O'Malley P M, Bachman, J G, & Schulenberg J E. "Monitoring the Future national results on drug use: 2013 Overview- of key find-ings on Adolescent Drug Use [PDF 3.37 MB] Ann Arbor, MI: Institute for Social Research, The University of Michigan.*
- *Miller JW, Naimi TS, Brewer RD, Jones SE. Binge drinking and associated health risk behaviors among high school students.*
- *Pediatrics2007;119:76–85.*

Tobacco References:

- *https://www.cdc.gov/tobacco/data_statistics/fact_sheets/youth_data/tobacco_use/index.htm*

Marijuana References:

- *Youth Risk Behavior Surveillance —United States, 2017*
- *Monitoring the Future National Survey Results On Drug Use1975–2018*
- *https://www.hhs.gov/ash/oah/adolescent-development/substance-use/marijuana/risks/index.html*

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The Benefits of Staying Drug, Alcohol and Tobacco Free

HANDOUT

Benefits

1. You will not get in trouble with the law.
2. You will not become a drug addict, alcoholic or chain smoker.
3. You will not be driving a car under the influence and risk causing a serious crash.
4. You will not get violent due to being drunk.
5. You will learn how to handle life's challenges in a healthy way, instead of trying to escape them.
6. You will not lose a job because the boss smelled alcohol on your breath or you tested positive for drugs.
7. You will not be under the influence and more vulnerable to sexual temptation.
8. You will not get pregnant or get someone pregnant because you had sex under the influence.
9. You will not get STDs or HIV due to having sex under the influence.
10. You will not have to lie to your parents about whether you were drinking, smoking or doing drugs.
11. You will not lose trust for getting caught.
12. You will be less likely to say or do things you might regret.
13. You will feel good knowing that you are strong and able to make healthy choices.
14. You will not have to spend money on drugs, alcohol or tobacco products.
15. You will learn how to have fun doing things that are healthy.
16. You will have less chaos and drama in your life.
17. You will be more likely to make healthy life decisions that lead to a healthy, happy life.
18. You will gain the respect of your peers.
19. You will have a healthy body and mind.
20. You will feel good about yourself, because you are a leader, not a follower.

Add your own benefits to the list:

21. _____
22. _____
23. _____

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Obstacles to Success: Fact or Fiction?

OBJECTIVES

- To clarify myths and rumors about the effects of drugs, alcohol and tobacco.
- To give necessary facts and information to promote healthy choices.

MATERIALS

- *Worksheet: Drugs and Alcohol: Fact or Fiction on page 205*
- *Answer Key: Drugs and Alcohol: Fact or Fiction on page 206*
- *4 Fact/Fiction cards (Download from the Customer Resource Page)*

STEP BY STEP

1. Choose 4 volunteers to come to the front of the classroom.
2. Give each of the volunteers a *Fact/Fiction* card. Have the students either stand or sit in chairs facing their peers.
3. Read a statement from your *Fact or Fiction* handout aloud. Then, ask the students to decide whether they think your statement is FACT or FICTION.
4. When they decide, have them hold the appropriate side of their card up so the rest of the class can see their answers.
5. Ask each student to explain why they chose that side of the card, and continue discussion until you feel the objective has been accomplished.

EDUCATOR NOTE

Statistics change every school year. To get the most up to date information, visit *www.cdc.gov*.

CONNECT AT HOME

Pass out the *Drugs and Alcohol: Fact or Fiction* handout, and ask the students to go over it with their parent(s)/trusted adult.

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Drugs and Alcohol: Fact or Fiction

WORKSHEET

Drugs: Fact or Fiction?

FACT	FICTION	
○	○	Steroids affect your heart.
○	○	Inhalants can cause sudden death.
○	○	Cocaine does not affect your emotions.
○	○	Methamphetamine affects your self-control.
○	○	Marijuana is safe and does not lead to other drug use.

Alcohol: Fact or Fiction?

FACT	FICTION	
○	○	Underage drinking is a factor in nearly half of all student automobile crashes, which are the leading cause of death among students.
○	○	Alcohol use does not contribute to youth suicides, homicides and fatal injuries.
○	○	Alcohol abuse is linked to as many as two-thirds of all sexual assaults and date rapes of students and college students.
○	○	Alcohol is not a major factor in unprotected sex among youth, increasing their risk of contracting HIV or other transmitted diseases.

Tobacco: Fact or Fiction?

FACT	FICTION	
○	○	Every eight seconds someone in the world dies from a tobacco related illness/disease.
○	○	Smoking is the #1 preventable cause of premature death in the United States.
○	○	Smokers have the same life expectancy as nonsmokers.
○	○	In the U.S., smoking kills more people than cocaine, heroine, alcohol, fire, automobile accidents, homicides, suicides and AIDS combined.

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Drugs and Alcohol: Fact or Fiction

ANSWER KEY

Drugs: Fact or Fiction?

FACT **Steroids affect your heart.** Steroid abuse has been associated with cardiovascular disease, including heart attack and stroke. These heart problems can even happen to athletes under the age of 30.

FACT **Inhalants can cause sudden death.** Inhalants can kill you instantly. Inhalant users can die by suffocation, choking on their vomit or having a heart attack.

FICTION **Cocaine does not affect your emotions.** Using cocaine can make you feel paranoid, angry, hostile and anxious, even when you're not high.

FACT **Methamphetamine affects your self-control.** Meth is a powerfully addictive drug that can cause aggression and violent or psychotic behavior.

FICTION **Marijuana is safe and does not lead to drug use.** It affects your lungs. There are more than 400 known chemicals in marijuana. A single joint contains four times as much cancer-causing tar as a filtered cigarette.

Alcohol: Fact or Fiction?

FACT **Underage drinking is a factor in nearly half of all student automobile crashes, which are the leading cause of death among students.**

FICTION **Alcohol use does not contribute to youth suicides, homicides and fatal injuries.**

FACT **Alcohol abuse is linked to as many as two-thirds of all sexual assaults and date rapes of students and college students.**

FICTION **Alcohol is not a major factor in unprotected sex among youth, increasing their risk of contracting HIV or other transmitted diseases.**

Reducing Underage Drinking: A Collective Responsibility - fact sheet on the 2003 Institute of Medicine study (PDF, 20KB)

Tobacco: Fact or Fiction?

FACT **Every eight seconds someone in the world dies from a tobacco related illness/ disease.**

FACT **Smoking is the #1 preventable cause of premature death in the United States.**

FICTION **Smokers have the same life expectancy as nonsmokers.** On average, smokers die 10 years earlier than nonsmokers.

https://www.cdc.gov/tobacco/data_statistics/fact_sheets/fast_facts/index.htm

FACT **In the U.S., smoking kills more people than cocaine, heroine, alcohol, fire, automobile accidents, homicides, suicides and AIDS combined.**

www.aacap.org

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Peer Pressure: Pull Down

OBJECTIVE

To help students understand the power and influence of belonging and acceptance with a group of peers.

MATERIALS

- *Stable chair*

STEP BY STEP

1. Choose 2 students who are approximately the same size.
2. Have one student sit on the floor close to a chair with legs crossed and back touching the front of the chair. Have the other student stand on the chair behind the student who is sitting on the floor.
3. Instruct the student standing on the chair to try to pull the student seated on the floor up to his chair. They will find that it's very difficult, if not impossible.
4. Have the student seated on the floor (while remaining seated) try to pull the student standing on the chair down to the floor. They will find this to be much easier to do.
5. Make the point that it is much easier to pull behavior down than to pull behavior up. Remind the class that people, even really strong people, can be pulled down by people making unhealthy, risky choices.

EDUCATOR NOTE

Safety is the number one priority. Please follow lesson steps closely. Prior to presenting, the facilitator should discuss with the authority of the facility where this material will be presented and be aware of facility policies and procedures.

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Peer Pressure: Suck an Egg

OBJECTIVE

To help students recognize the power of peer pressure.

10 min

MATERIALS



- *1 quart size glass jar with a mouth that is slightly smaller than a hard boiled egg (Can use delivered glass milk bottles, Starbucks latte bottles or glass sports drink bottles)*
- *2 (or more) peeled, hard-boiled eggs*
- *Matches (and water or a fire extinguisher close by for increased safety)*
- *Half a sheet of paper*
- *Butter knife (to cut the egg for removal after demonstration)*

STEP BY STEP

1. Put the glass bottle and one peeled, hard-boiled egg on a table in the front of the room. Invite a student to come up and try to push the boiled egg into the glass bottle. (Have one or more students try to accomplish this task.) The mouth of the bottle has to be small enough that this will not be possible without tearing up the egg.
2. Take the half sheet of paper, and roll it up loosely. Hold the paper in a horizontal position and light one end with a match. Allow the paper to begin burning, and then drop it down into the glass bottle.
3. Immediately, place a different peeled hard-boiled egg on top of the glass jar. Be sure the narrower end of the egg is pointed into the glass bottle. The whole egg will suddenly be sucked down into the bottle. Do not worry if you only see a small flame on the paper. It does not take much flame to perform the demonstration. You will need to cut the egg with a knife to remove it from the bottle.
4. Discuss the following:
   - What did we see happening when the students tried to push the egg into the bottle?
   - What did we see happening when the flame was placed into the bottle?
   - Why do you think the egg went into the bottle when the flame was used and it would not go when we pushed on it?
   - How does this lesson demonstrate peer pressure?

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- Describe a situation where it is hard to say, "no."
- Is it harder to say, "no," the longer you are in the situation? Why or why not?
- How would leaving the situation help you resist peer pressure?
- What can you do to help yourself resist the pressure to try something that might be harmful to you?

EDUCATOR NOTE

- We suggest the teacher practice this before class time to make sure they don't have any problems in front of the class.
- Safety is the number one priority. Please follow lesson steps closely. Prior to presenting, the facilitator should discuss with the authority of the facility where this material will be presented and be aware of facility policies and procedures.

Adapted from Activities That Teach by Tom Jackson.

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What Else Influences Me?

OBJECTIVE

To help students recognize other influences, (aside from media, alcohol, drugs, and peer pressure), that affect their thoughts and behaviors.



MATERIALS

- *Worksheet: Additional Influencers on page 219*

STEP BY STEP

1. Give each student a copy of the *Additional Influencers* worksheet.
2. Read each question out loud, allowing time for students to think through each one.
3. Have students respond in writing to 3 of the questions from the *Additional Influencers* worksheet.
4. If time permits, allow students the option to share their answers in groups of 4 to 6.

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Additional Influencers

WORKSHEET

On a separate sheet of paper, write your answers for three of the following statements.

1. Describe the messages that have influenced your identity.
2. Describe the messages that have influenced your definition of success.
3. Describe the messages that have influenced your relationships.
4. Describe the messages that would define, from your perspective, good character.
5. Describe the messages that would define, from your perspective, being popular.
6. Describe the messages that have influenced your thoughts about drug or alcohol use.
7. Describe the messages that have influenced how you think about body image.
8. Describe the messages that have influenced your ideas about marriage.
9. Describe the messages that have influenced stereotypes, or judgments, you might make.
10. Describe the messages that have influenced your perspectives regarding sexual or reproductive health.

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Boundaries Are Your Friend

OBJECTIVE

To foster positive feelings about setting boundaries among students.



MATERIALS

- *Chair*
- *Blindfold*

STEP BY STEP

1. Explain to students the findings of an elementary school that did not have a fence around its playground. When the children were outside, they congregated closely toward the center of the yard and did not utilize much of the playground. After several months of observation, school officials built a fence around the playground. Soon children were playing all the way to the very end of the playground. The fence made all the difference. The clear boundary gave the children confidence and safety, and actually provided more freedom.
2. Ask the students if any of them have ever driven on a narrow, curvy highway without guardrails. If one or more answer, "yes," then ask, "Did you feel safe when you were riding in the car on a road like this?"
3. Demonstrate personal boundaries with the following exercise. Ask for a volunteer to come up and sit on the chair in the front of the classroom. Then, ask for permission to blindfold the student volunteer, and do so with consent.
4. Ask a second volunteer to come up to the front of the class and have the volunteer stand a fair distance away from the seated student.
5. Ask the standing volunteer to slowly come close to the seated student.
6. Ask the seated, blindfolded student to say when they feel the standing student has crossed into personal space.
7. Discuss why we feel uncomfortable when the boundary of our personal space is not respected. Discuss the safety provided by personal boundaries and the value of developing, maintaining, and respecting them.

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Setting Boundaries Early

OBJECTIVE

To help students discover the value of setting boundaries.

10 min

MATERIALS

- *Handout: Where Are Your Boundaries? on page 225*

STEP BY STEP

1. Talk with your students about the various "red flags" related to boundaries, such as:
   - Not being able to say "No"
   - Standing too close to people
   - Trusting too soon
   - Talking about your deepest, darkest secrets
   - Being sexual with your speech
   - Flirting and touching inappropriately
   - Not honoring what others say (as well as not being honored or listened to)
2. Discuss how to recognize if your boundaries are being violated by using the following questions:
   - Do people tease or make fun of you before they really know you?
   - Do they interrupt you while you are speaking?
   - Do they sit very close to you?
   - Do they talk to you sexually?
   - Do they take one of your possessions without asking or ask for something valuable too early in the relationship?
   - Do they talk about you and divulge private information?
   - Do they try to force you to do something you do not want to do?
3. Encourage the students to personally consider the following question: "Has there ever been a time in your life when you felt uncomfortable about someone else's behavior toward you but you could not figure out why you were uncomfortable? Perhaps your boundaries were violated. Think about ways you can ensure your boundaries will be listened to and respected. Consider also how you can do a better job of respecting others' boundaries."

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CONNECT AT HOME

- Distribute the *Where Are Your Boundaries?* handout, and ask the students to take it home and discuss it with their parent(s)/trusted adult.
- Instruct students to return the *Where Are Your Boundaries?* handout with a parent(s)/trusted adult signature for assignment credit.

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Where Are Your Boundaries?

HANDOUT

Setting boundaries is the best way to stay in control. Discuss the items below, with your parent(s)/trusted adult, and write down your plan. Remember, some guidelines may be negotiable depending on the situation, your emotional maturity, and your previous experience with responsibility. Other standards may be non-negotiable (something that should always or never be done). It is up to each individual family to determine the flexibility of each boundary.

1. Curfew

Will you have one? Will it be flexible depending on your age or the specific activity planned? Will a phone call be required if plans change?

2. Alcohol and Drugs

Will you ever be allowed to use drugs or alcohol? What if you are staying at someone's home? What if the only mode of transportation is with a person who has used alcohol or drugs that day/night?

3. Money

Where does the money come from for planned activities? Is there a limit on how much can be spent?

4. Cell Phones

Where is the phone stored during school hours? Does it get set aside during family dinners? Where is the phone charged at night when sleeping?

5. Internet

How much time is allowed on social networking sites? How much personal information is posted on social networking sites? Is the computer located in a high visibility location?

6. Physical Self-Control*

Is kissing appropriate? How far is too far? What are some places or circumstances you should avoid to reduce the risk of sexual involvement (for example, being alone with another too often, touching each other frequently, watching inappropriate movies together, being at home without an adult present)?

Note to Parent(s)/Trusted Adult: These are questions designed to facilitate discussion. Help your child define clear guidelines, and express your desires with clarity and consistency.

**Determine if this question is appropriate for your child.*

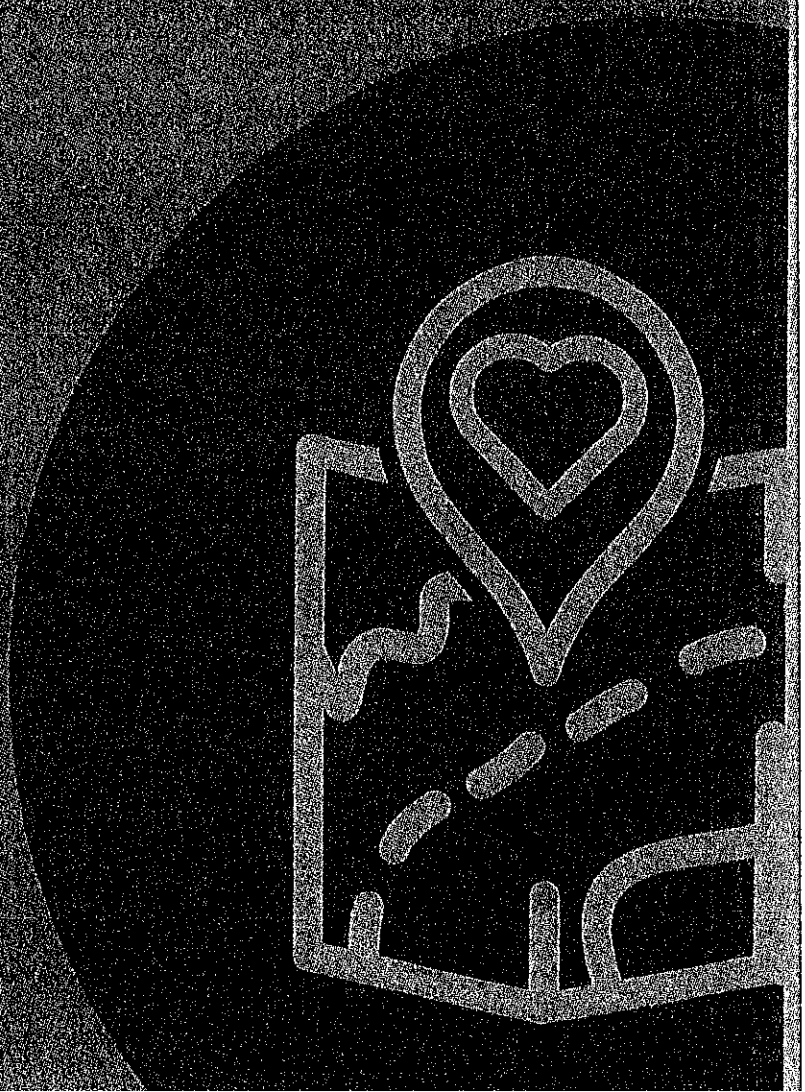
Signature: _____

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6 Planning for Your Future

The high school experience is full of growth and opportunity, but life is far from over after graduation. Decisions students make today affect their tomorrow, and the aim of this section is to harness dreams and put practical strategies in place for accomplishing them. This section expands the linear timeline beyond the high school experience and connects dreams with action steps for reaching life goals.

Lesson: Future Orientation 229
Lesson: Life Plan 231
Worksheet: My Life as I'd Like It to Be 233
Lesson: Hopes and Dreams 235
Lesson: Success Sequencing 237
Worksheet: My Life Recipe 239
Worksheet: Life Sequencing Timeline 240
Lesson: Creating My Life Plan Road to Success 241
Worksheet: The Road Map to Success 243
Lesson: Choices and Effects 247
Lesson: Making Healthy Decisions 249
Worksheet: The Decision Making Model 251
Lesson: Overcoming Potential Obstacles 253
Worksheet: Overcoming Potential Obstacles 255
Lesson: Overcoming Financial and Family Obstacles 257
Lesson: Rise Above Risk 259
Handout: Skills for Rising Above Risk 261
Worksheet: Navigating High Risk Situations 264
Lesson: Refusal Skills 265
Worksheet: Role Play Observation Cards 267
Worksheet: Refusal Skills 269
Handout: Refusal Skills Role Play Scenarios 270



Future Orientation

OBJECTIVE

To help students understand the value of thinking beyond the here and now.



MATERIALS

- *Broomstick*

STEP BY STEP

1. Ask the class, "What do you all typically do for fun on a Friday night?" (Responses may include going to a movie, getting something to eat, looking for a party, getting drunk or hooking up).
2. Ask for a volunteer.
3. Give the student a broomstick, and ask them to focus on the end of the broomstick closest to their palm while attempting to balance the broomstick on end. Say, "The end of the broomstick in your palm is closest to you. This represents your immediate future. Look what happens when you focus on your immediate future while trying to maintain balance." (The broomstick will easily fall).
4. Now ask the volunteer to try to balance the broomstick again, this time focusing on the far end. Say, "The end of the broom that is further away from you is your more distant future. Look what happens when you focus there? It is much easier to keep in balance."
5. Ask students to explain why that is true.
6. Discuss in greater detail what focusing on the present vs. future might look like, and how both impact a student's ability to achieve a balanced life. Encourage them to start with the end in mind.
7. Emphasize that waiting on future dreams is not easy, but the rewards are great. Research demonstrates self-regulation and impulse-control both correlate with life success.

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Life Plan

OBJECTIVE

To help students determine what they want their lives to look like.



MATERIALS

- *Whiteboard or easel and markers*
- *Worksheet: My Life as I'd Like It to Be on page 233*
- *Optional: Scissors, glue, construction paper and magazines for students to create a collage.*

STEP BY STEP

1. On the board, draw the *My Life as I'd Like It to Be* worksheet diagram, and fill it in as you ask students to brainstorm words or phrases which describe what a typical student might want to have happen in their 20s, 30s, 40s, etc. Typical entries may include graduation, college, moving away from home, getting an apartment, buying a car, starting a career, getting married, having children, financial goals, community involvement, retirement.
2. Distribute the *My Life as I'd Like It to Be* worksheet, and ask students to complete it. Then, ask them to share their plan with the rest of the class.

MAKE AN IMPACT

Have students make collages that depict how they would like their life to be. Then ask students to present their visual representations with explanations the following day. Remind students to put their name on the back of the collage, then hang them around the classroom.

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My Life as I'd Like It to Be

WORKSHEET

Select a decade of your choice, and write your dreams and vision for how you see your life during that time period.

	20s	30s	40s	50s	60s
Physical					
Intellectual					
Emotional					
Social					
Spiritual					
Financial					

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Hopes and Dreams

OBJECTIVE

To help students conceptualize and comprehend the value of living beyond today and planning for the future.

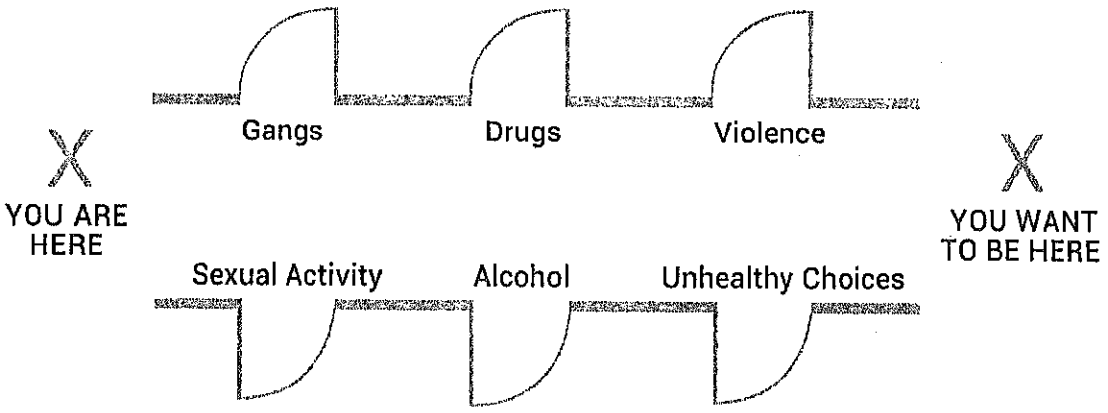
up to 20 min

MATERIALS

- *Whiteboard or easel and markers*

STEP BY STEP

1. Discuss the following: "Suppose someone in this class wants to become a pilot. What does it take to go from flying paper airplanes to jumbo jets in the sky?"
2. Draw on the board the following:



3. Say, "Certain things are required to become a pilot. You can't just get there in one step, right? You have to go to flight school, pass flight tests, get your pilot's license, and practice. In other words, you have to take a series of steps down a hallway that leads to your goal. That hallway is lined with a number of doors that can lead you off the path to your goal. These doors can be very alluring. In the past, many of these doors were locked, but today those doors are off their hinges with neon signs that say things like, 'No rules,' 'No fear,' 'Get it on,' 'Live for the moment,' 'Go for it.' You can sometimes hear a sucking sound as you pass by. It's the sound of peer pressure calling you to 'Give it a try,' 'Loosen up, 'Don't be chicken,'. To reach your goal, you need to develop skills to resist the temptations that would get you off track."

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4. Challenge your students to think about their hopes and dreams, their long and short term goals. Then, encourage them to consider how they go about reaching those hopes and dreams. Will it be an easy road, or one full of challenges? How will the challenges be overcome? What character traits will it require for success? What would make those challenges easier or more difficult to overcome?

CHARACTER SPOTLIGHT

Diligence

Industrious. Done with painstaking effort. Persistence and steady application.

- Discuss with students how this concept relates to reaching their hopes and dreams, even when obstacles lay ahead. For homework, ask students to write a paragraph about someone who exercised diligence to overcome tremendous obstacles in their life.

Perseverance

Steadfast. Holding steady to course of action or belief or purpose without giving in.

- Discuss the importance of perseverance in relation to achieving your hopes and dreams. For homework, have students discuss this important character quality with their parent(s)/trusted adult. Then ask them to write a paragraph about what was said. Ask if their parent(s)/trusted adult have a story about how they succeeded despite tremendous obstacles in their lives.

Patience

Calm endurance, tolerant understanding.

- Discuss how vital this character quality is to daily living. Ask the class to brainstorm examples when patience is necessary. Describe how patience might be demonstrated with parents, siblings, other drivers, etc. Talk about how patience reduces stress levels. Have students list out daily activities that require patience, as well as how it is important to relationships with others.

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Success Sequencing

OBJECTIVE

To help students understand the success sequencing model and design one of their own.



MATERIALS

- *Recipes, either photo copied or cut out from various cooking magazines*
- *Scissors*
- *Glue sticks*
- *Blank sheets of paper*
- *Worksheet: My Life Recipe on page 239*
- *Worksheet: Life Sequencing Timeline on page 240*

STEP BY STEP

1. Have the students break up into groups of 4 or 5.
2. Distribute a recipe to each group.
3. Instruct the student to read through the recipe carefully a few times together and to try to remember the details.
4. Ask students to cut each step of the recipe into strips.
5. Shuffle the cut out pieces, and collect them in a container. Ask each person to draw one of the recipe strips and glue the step, in the order that it was drawn, onto a blank sheet of paper.
6. Ask the question, "How would the recipe come out if you prepared it in this order?"
7. Distribute the *My Life Recipe* worksheet.
8. Ask the students to think about a "life" recipe, and challenge them to decide what they would like to make of their future.
9. Instruct students to brainstorm, and list, a series of life ingredients, and write them in proper order for the most successful outcome.
10. Ask the students to share their "life" recipes with the rest of the class.
11. Discuss what might happen if the ingredients of the "life" recipe are prepared in a different order. If you get married before you graduate high school, what effect might that have? If you have a baby before getting married, what impact could that have? If you don't finish high school and get into debt, what difference could that make?

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12. Stress the importance of defining and pursuing goals in the sequential order to increase chances for success.
13. Distribute the *Life Sequencing Timeline* worksheet and ask the students to write out some specific details on what they want to accomplish at each of the indicated milestones of their lives, such as education, career and children.
14. At the end of the class, ask the students to recite the popular jingle, "First comes love, then comes marriage, then comes baby in a baby carriage," which is an example of success sequencing.

EDUCATOR NOTE

Make sure to choose recipes with steps that can be easily cut apart.

The *Success Sequence* order is taken from The American Enterprise Institute's *The Millennial Success Sequence*.

CONNECT AT HOME

Have the students take the *Life Sequencing Timeline* worksheet home, and discuss with their parent(s)/trusted adult.

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My Life Recipe

WORKSHEET

Put the ingredients of your future in the proper order to make a recipe for life success.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

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Life Sequencing Timeline

WORKSHEET

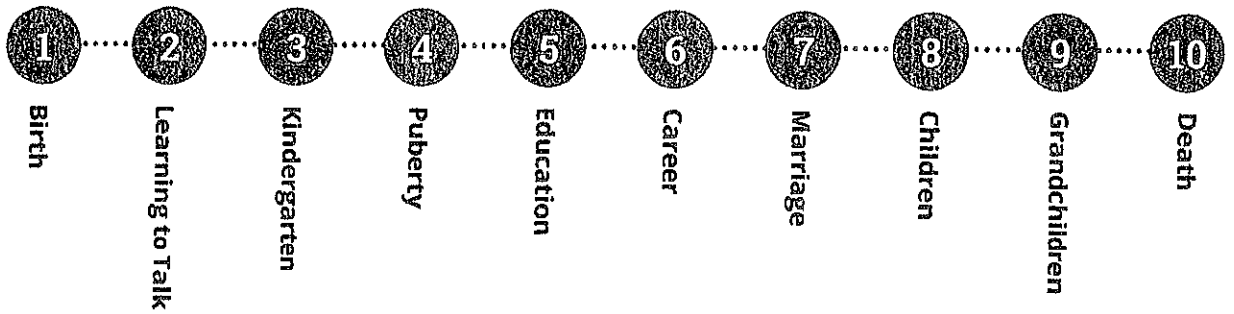
Directions:

Tape together two 8.5 x 11 inch sheets of paper and label the paper, "My Timeline." Write out the events to date in your life with a colored pen or pencil. These are events in your life that have already occurred and you cannot change. (Examples: Birth, Learning to Talk, Kindergarten, Middle School, Sports).

Now, with a different color pen or pencil, write out the order of your future life sequences as you hope and dream them to be.

After completion, take these sheets home to a parent or trusted adult and ask them about the nature and order of the major events in their life. With their help, write out their life sequence on the two-sheet timeline you have taped together. Ask that person if, now that they are older and looking back, there are any life events or order of events that they wish they could change. If so, discuss them. Elaborate on each event on the timeline. Write out the tasks you'll need to accomplish under each event before you progress to the next event.

Based on your conversation with the older person, think through your own life timeline, and make any necessary changes to the sequence to increase the probability that you can reach your hopes and dreams for the future.



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Creating My Life Plan: Road to Success

OBJECTIVE

To help students learn key milestones on the road to success.



MATERIALS

- *Worksheet: The Road Map to Success on page 243*

STEP BY STEP

1. Ask the students to define what the word "success" means to them.
2. Write their answers on the board.
3. Lead a discussion about their various answers.
4. Referring to the handout, talk over the key milestones of success.
5. Distribute *The Road Map to Success* worksheet to each student.
6. Direct them to work on completing their worksheets. To encourage more thoughtful answers, devote more time to this step.
7. When the worksheets have been completed, ask the students to share some of the items they wrote down on their worksheet.
8. Use words of affirmation to compliment their work and commitment to success.
9. Upon returning to class, ask volunteers to share something about the discussions they had.

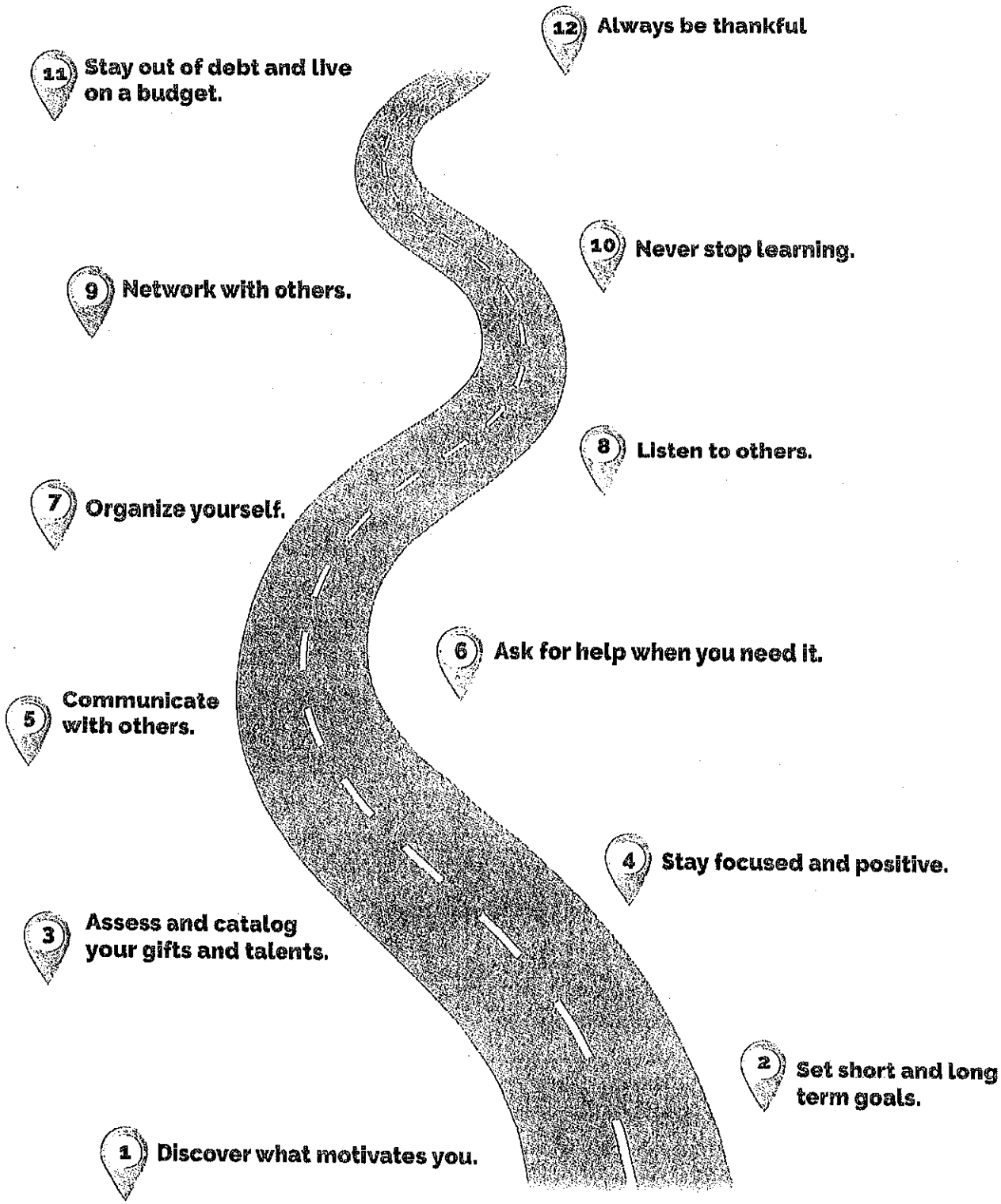
CONNECT AT HOME

Ask students to share their worksheets with an adult, and have a discussion about success.

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The Road Map to Success

WORKSHEET



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The Road Map to Success

WORKSHEET

1. **Discover what motivates you.**
   List 3 things that inspire and energize you:

   _____
   _____
   _____

2. **Set short and long term goals.**
   a. List 3 one-year goals:

   _____
   _____
   _____

   b. List 3 three-year goals :

   _____
   _____
   _____

   c. List 3 five-year goals:

   _____
   _____
   _____

3. **Assess and catalog your gifts and talents.**
   List 3 things you are good at and like to do:

   _____
   _____
   _____

4. **Stay focused and positive.**
   List 3 ways you can stay motivated and on track:

   _____
   _____
   _____

5. **Communicate with others.**
   List 3 people you find easy to talk with about your hopes and dreams:

   _____
   _____
   _____

6. **Ask for help when you need it.**
   List 3 people you can rely on to be encouraging and helpful:

   _____
   _____
   _____

7. **Organize yourself.**
   List 3 ways you keep things orderly:

   _____
   _____
   _____

8. **Listen to others.**
   List 3 ways you might be able to speak less and hear more:

   _____
   _____
   _____

9. **Network with others.**
   Write down all the connected, kind and influential people you know or would like to know:

   _____
   _____
   _____

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The Road Map to Success

WORKSHEET

10. Never stop learning (earn degrees and advanced credentials).

a. List the degrees/certifications you would like to obtain:

_____

_____

_____

b. List 3 ways to remain a lifelong learner:

_____

_____

_____

11. Stay out of debt and live on a budget.

List 3 ways to keep your finances on track:

_____

_____

_____

12. Always be thankful.

List 3 ways to show gratitude:

_____

_____

_____

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Choices and Effects

OBJECTIVE

To help students discover that the choices they make affect not only themselves, but also their families, schools, communities, and beyond.

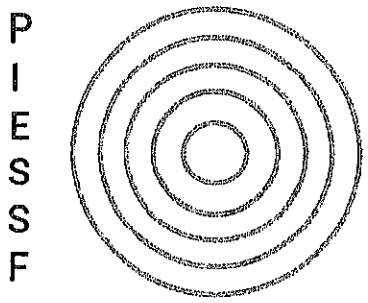
up to 20 min

MATERIALS

- *Whiteboard or easel and markers*

STEP BY STEP

1. On the board draw a large bull's eye diagram and write P I E S S F down the side.



2. Ask students (one at a time), "Who do you belong to?" Typical responses may include, "Me," "My parents," "My friends".
3. Ask students, "If you received a speeding ticket today, who would be affected the most?"
4. Write their response in the center circle and ask the class how that person would be affected physically, intellectually, emotionally, socially, spiritually and financially.
5. Then ask, "Who would be affected the most next, and how?" Write their answer in the next ring of the target. Continue until all circles are filled in and you have discussed the physical, intellectual, emotional, social, spiritual and financial ways each person would be affected.
6. Help students reach the conclusion that their choices affect many others in their world.

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MAKE AN IMPACT

To visually demonstrate the broad effect of decisions, fill a small wading pool with water, and have the students watch as you drop a small pebble into the center of the pool. Discuss how something as small as a pebble can effect all of the water in the pool.

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Making Healthy Decisions

OBJECTIVE



To teach the seven steps of healthy decision making and to practice those skills in a challenging scenario.

MATERIALS

- *Worksheet: The Decision Making Model on page 251*

STEP BY STEP

1. Distribute *The Decision Making Model* worksheet.
2. Read through each of the seven steps aloud.
3. Ask the students if they have any questions about the steps. If so, clarify any of their uncertainties with further explanation.
4. Direct students to read the sample scenarios listed on the second page of *The Decision Making Model* worksheet. Have the students choose one and work through the seven steps.
5. Once completed, ask volunteers to share their answers on the worksheet and what ultimate decision they made.
6. Ask the students to think about how having a plan for processing helps one make better decisions, and encourage them to memorize the steps so they can make healthy decisions when they are in challenging situations.
7. Ask students to write other scenarios where they could use *The Decision Making Model*. If time permits, let them practice their skills.

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EDUCATOR NOTE

Explain to the students that *The Decision Making Model* is helpful for evaluating options when there is time for reflection. Examples might include, where to go to college, what summer job to work, or what classes to sign up for. The input of a parent(s)/trusted adult should also be utilized as part of the process. Some situations, however, require snap decisions, such as when one is being pressured to have sex or use drugs or alcohol. In cases like these, the *STOP, THINK, CHOOSE with INTENT* model should be embraced.

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The Decision Making Model

WORKSHEET

Practice applying the Decision Making Model for one of the sample scenarios listed on the back of this worksheet.

1 Stop

1. Identify the decision to be made.
What exactly are you trying to decide?

2. Know yourself.
What are your strengths, weaknesses, skills, values and interests?

2 Think

3. Identify options.
List the various choices so far.

4. Gather information and data.
What are some possible alternatives to the existing choices?

5. Evaluate options that will solve the problem.
What are the pros, cons and risks of each alternative?

3 Choose with Intent

6. Select the best option.
If it is still unclear, do you need more information? What else needs to be asked?

7. Develop a plan of action.
Have you decided? If so, how will you implement your decision?

Adapted from http://www.decision-making-confidence.com/7-step-decision-making-model.html

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The Decision Making Model

WORKSHEET



Stop

Have the ability to stop or control the situation. This could mean using a delay tactic, moving to a new place in the room/environment, or taking a quick moment to check for phone messages, text a friend or do something to change the dynamics of the situation.



Think

Have the ability to ask yourself questions such as, "What do I need to decide right now? What are my response options? What are the consequences to each choice?" Then work through the answers until you're clear about how you feel.



Choose with Intent

Have the ability to make a decision with intent and choose actions that support your goals, dreams and life plan. Intention means I want to do this, no regrets.

Sample Scenarios

Work through the seven steps to decide what you should do if...

1. You are invited to a friend's house. When you arrive you realize their parents aren't home. One of your family rules is that you can't be at a friend's house without a parent present.
2. You have decided that you don't want to get involved with the drinking scene, but while attending a party, one of your friends approaches you with alcohol and begins to pressure you to drink.
3. Your cell phone chimes, telling you that you have a new text message. Upon reading it, you realize that it contains an inappropriate picture of someone in your class.
4. Your friend posts a rumor about you on social media.

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Overcoming Potential Obstacles

OBJECTIVE

To help students discover the common roadblocks and obstacles to success and develop the skills to deal with them.



MATERIALS

- *Worksheet: Overcoming Potential Obstacles on page 255*

STEP BY STEP

1. Talk to the students about the fact that there are many obstacles on their journey to successful adulthood. The road to reaching their goals and staying healthy is difficult and requires tenacity, perseverance, skills and encouragement.
2. Divide the class up into groups of 4.
3. Distribute the *Overcoming Potential Obstacles* worksheet.
4. Ask the students to work together to brainstorm ideas and skills that can help them overcome life's obstacles.
5. Have them write down their ideas.
6. Return the students to their seats, and lead a discussion about each of the obstacles on the worksheet. Ask them to share some of the ideas and skills they discussed.
7. Once the worksheets are completed, ask the students to share their answers, and highlight key strategies they are currently utilizing to overcome obstacles. This will help align their strategies with their behaviors.
8. If you have time, ask some of the students to share the obstacles they might be experiencing. Have the class come up with strategies to overcome these obstacles.
9. Encourage the students to keep this worksheet for future reference and encouragement.

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Overcoming Potential Obstacles

WORKSHEET

Brainstorm as a group ways you can make healthy choices to overcome life's obstacles. List 3 things to do, or try, in order to avoid/overcome each of the following obstacles:

Academic under-achievement
1. _____
2. _____
3. _____

School failure
1. _____
2. _____
3. _____

School drop out
1. _____
2. _____
3. _____

Depression
1. _____
2. _____
3. _____

Becoming overwhelmed
1. _____
2. _____
3. _____

Sex too soon
1. _____
2. _____
3. _____

Pregnancy, health related issues
1. _____
2. _____
3. _____

Diseases
1. _____
2. _____
3. _____

Physical or mental health challenges
1. _____
2. _____
3. _____

Violence
1. _____
2. _____
3. _____

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Overcoming Potential Obstacles

WORKSHEET

Lack of encouragement
1. _____
2. _____
3. _____

Fear of failure
1. _____
2. _____
3. _____

Debt
1. _____
2. _____
3. _____

Poverty
1. _____
2. _____
3. _____

Lack of sleep
1. _____
2. _____
3. _____

Poor nutrition
1. _____
2. _____
3. _____

Anger issues
1. _____
2. _____
3. _____

Disappointment
1. _____
2. _____
3. _____

Low self-esteem
1. _____
2. _____
3. _____

Powerlessness
1. _____
2. _____
3. _____

Lack of resources
1. _____
2. _____
3. _____

Transportation issues
1. _____
2. _____
3. _____

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Overcoming Financial and Family Obstacles

OBJECTIVES



- To increase awareness of the students regarding the difficult circumstances some of their peers might be experiencing.
- To assist students in developing empathy and compassion for their classmates.
- To increase knowledge and awareness of community resources for adolescents.
- To increase knowledge and skill regarding financial matters.

MATERIALS

- *Flip chart paper*
- *Markers*

STEP BY STEP

1. Have a discussion about basic needs in a person's life such as housing, food, clothing.
2. Let students know that some people their age, maybe even in their school, are homeless and hungry.
3. Get the class in groups of 3-5 students.
4. Distribute the flip chart paper and markers.
5. Have each group select a recorder and a reporter.
6. Ask them to discuss the following scenario, and answer the following questions:

   "Someone your age is living well below the poverty line. Each member in their family has to work a job to help pay the bills to keep a roof over their heads. They have recently been evicted, because rent went up at their apartment complex, and they were not able to pay the bill."

   - How do they get to school?
   - Do they have social supports?
   - What do they do after school?
   - What do they eat after school?
   - How well do they do in school?

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7. Reframe the bulleted questions, one more time, substituting the pronoun "they" with the pronoun "you". Ask students to share how they might feel if they were facing these obstacles first-hand.
8. Ask students to search for the definition of empathy and the definition of compassion. Choose a volunteer to summarize the findings, and discuss the role empathy and compassion play in relationships.



EDUCATOR NOTE

Be aware of the Trauma Informed Approach, and if any students in your class identify with this situation, be intentional to change the scenario to another potential family obstacle.

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Rise Above Risk

OBJECTIVES



- Students will be able to articulate at least 3 strategies to rise above situations that put them at risk.
- Students will be able to ask for help from their peer group, their parent(s)/trusted adult.

MATERIALS

- *Handout: Skills for Rising Above Risk on page 261*
- *Worksheet: Navigating High Risk Situations on page 264*

STEP BY STEP

1. Ask students to define healthy risks and unhealthy risks.
2. Instruct students to list a few examples of unhealthy risks.
3. Ask a volunteer to share if they have had success avoiding an unhealthy high risk situation and how they were able to overcome it.
4. Showcase that there are many behaviors that could lead to unhealthy high risk situations:
   - Spending more money than we make
   - Telling false information
   - Gossiping
   - Swearing
   - Anger and violence
   - Being mean or bullying
   - Cheating
   - Overeating
   - Stealing
5. Distribute the *Skills for Rising Above Risk* handout, and reference it as a resource for completing the *Navigating High Risk Situations* worksheet.

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Skills for Rising Above Risk

HANDOUT

1. Talk to someone.

Share your situation with someone you trust.

2. Discover your triggers.

There are a lot of possibilities for triggers, but you'll need to dig down to identify those specific to you. Some of the triggers might be:

- Boredom with your current situation or relationships
- Indecision or lack of thought about what you want out of life, your teachers, your relationships, your future direction
- Attention-seeking. Perhaps you are feeling that not enough people are giving you adequate attention
- Stress or feeling down
- Frustration with the way things are headed in your life, with other people in your life, with yourself
- Lack of faith in yourself, or in your faith or core beliefs
- A need to prove something to other people in your life, maybe even as an act of revenge or "evening the score" (if someone did something that was hurtful to you)
- A short-term or shortsighted view of the gains and a lack of a bigger vision for your future

3. Explore the principles you would like to live by.

For some people, character development provides a solid foundation of principles and behaviors to live by; for others it is abiding by The Golden Rule. Problems can often arise when one lacks a firm foundation of character or guiding principles which can tempt you to live a life in which "anything goes." Ask yourself, "Do I have a complete set of guiding principles I care enough about to live by?" You might also ask yourself:

- What are my finances like? Do I care about money and what it can do or not do? Does it worry me to think about being in debt?
- What are core principles or character traits? What do I think constitutes bullying, harassment, intimidation, or taking advantage of others?

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Skills for Rising Above Risk

HANDOUT

- What are my personal guiding principles? Do I care about myself more than I care about others? Do I put others before my personal desires?
- What are my civic duties? Do I believe I should help others? Do I think being involved in my community will make a difference? Do I respect beliefs that are the opposite of my own?
- What are my core beliefs? Do I follow those beliefs or behave contrary to what I believe?

4. Don't awaken desires that will only leave you frustrated.

For instance, if you know your body responds negatively to too much sugar, try to avoid sugar intake for a few days. You might try a naturally sweet treat, like fruit, to satisfy your desire for sugar.

5. Avoid being alone.

Surround yourself with people who care about you and can remind you of your goals.

6. If you know you have a short fuse with your anger, try role playing different healthy solutions and scenarios that would be better and less damaging then letting your anger rule your behaviors.

Use X, Y, Z statements such as: When you did X (behavior), in situation Y (specific time and place), I felt Z (feeling).

7. Avoid pornography.

Pornography acts like a drug in your brain and can become a harmful, addictive pattern that is destructive to your relationships.

8. Think about your goals and positive outcomes rather than only the consequences of a behavior.

For instance, instead of thinking you will get fat if you eat that chocolate cake, think about the clothes you will be able to get into and how good and powerful you will feel if you resist the temptation.

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Skills for Rising Above Risk

HANDOUT

9. Exercise your willpower.

After thinking hard about what you want and what you don't want, add your willpower to the equation. Expect that exercising your willpower will be difficult. Start with something small and work your way up gradually. There are two approaches:

1. **Cognitive Power Approach:** Think about how powerful you are and how the temptation you are struggling with has no power over you.
2. **The Thankful and Grateful Approach:** Concentrate on all that you have to be grateful for. Gratitude enables you to remember what you have in life that is good and what makes you happy, such as your family, friends, pets, hobbies, health. Write down what you are grateful for. Save your list for future reference.

10. Be prepared.

High risk scenarios are a part of life. Once you know your triggers, you can plan more appropriately to manage them. For example, if school is stressful, but you know you want to graduate, you are better prepared and motivated not to skip class.

11. Avoid high risk situations.

Stay away from things that you know will get you off course. Replace them with distractions or healthy pursuits. Distracting yourself by doing something active is a good way of staying on track. Get out and exercise, or plan an adventure. Whatever you choose to do, do it with intentionality and purpose.

12. Seek help and accountability.

This is an often overlooked solution when internalizing your problem and thinking it is your own battle. Reaching out to other people to help you can be a very powerful solution, providing that they're understanding, caring, and prepared to help. People on whom you might be able to rely include parents, family members, friends, teachers, counselors, your doctor, or your mentor.

13. Reward yourself.

Whenever you rise above unhealthy risks, you deserve a break. Do something that's good, fun, and healing for you. Treat yourself for being powerful, in control and self-regulated.

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Navigating High Risk Situations

WORKSHEET

In order to avoid a situation that could be a risk to my heath, wellness, and future goals, I will make every effort to avoid situations that create stress and necessitate urgent decision making, such as:

- Skipping class
- Hanging around with groups of my peers who smoke and ask me to try it
- Drinking while I am underage or using mind-altering substances that make me vulnerable
- Getting into a car when the driver has been drinking
- Being alone with my date when others, including parent(s)/trusted adults, are not home
- Using illegal drugs
- Being with my date and not knowing my sexual limits and boundaries ahead of time

Write down at least 3 scenarios that might increase risk and how you can guard yourself against them.

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Refusal Skills

OBJECTIVE

To help students learn necessary skills for saying "No".



MATERIALS

- *Worksheet: Role-Play Observation Cards on page 267*
- *Worksheet: Refusal Skills on page 269*
- *Handout: Refusal Skills Role Play Scenarios on page 270*

STEP BY STEP

1. Divide students into groups of 4. Distribute the *Role Play Scenario* handout and two *Role Play Observation Cards* to each group.
2. Model the following refusal skills with the class:
   - Saying "No" verbally.
   - Saying no with body language.
   - Repeating the refusal.
   - Suggesting an alternative.
   - Using strong words/tone of voice.
   - Delaying to buy more time.
3. Have each group choose 2 people: Person 1 will be a Pursuer, and Person 2 will be the Refuser.
4. Assign the remaining 2 people to observe the role play. Distribute one *Role Play Observation Card* to each student. (Observer #1 Checklist to one student and Observer #2 Questions to the other).
5. Instruct each observer to use their *Role-Play Observation Cards* worksheet to note the observed refusal skills.
6. After each student has completed their assigned task from the first round, ask students to rotate tasks. Each student will take one turn as a pursuer, one turn as a refuser, and two turns as an observer.
7. Ask for volunteers to role play in front of the class to demonstrate refusal skills in action.
8. Debrief and discuss how students felt during the role play scenarios. Encourage students to practice refusal skills to gain more confidence, and to trust their instincts, when they feel their boundaries may be violated.

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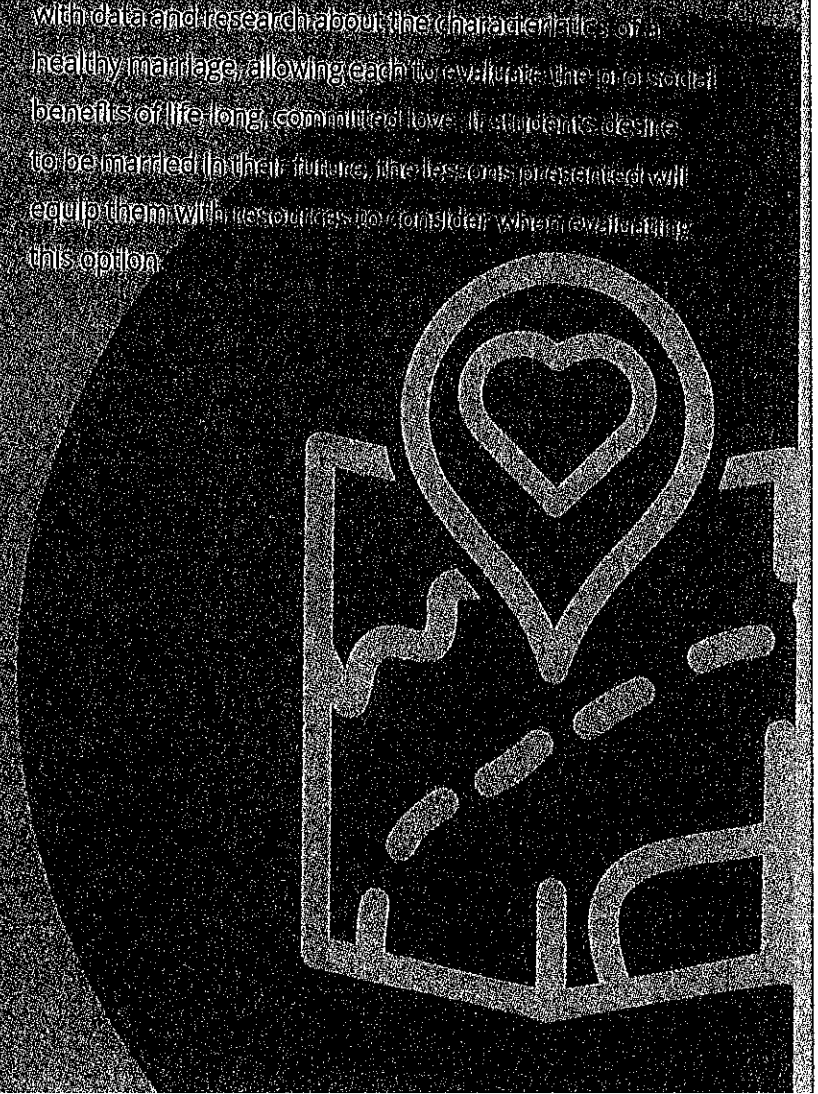
EDUCATOR NOTE

Repetition is an effective way to create brain pathways for more automated responses. First responders, like police, firefighters and medical personnel, practice the same emergency drills over and over in order to instill a patterned automatic response that kicks in, even if there are heightened levels of drama and emotion present in a situation. It helps them keep their cool during an actual emergency and increases their chances of making the best choices.

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7 Committed Love & Marriage

Commitment is a pattern that high school students are already practicing regularly. Many are committed to coaches and their expectations for playing a sport. Some are committed to music practice or rehearsals for a theater performance. Others practice commitment simply by showing up at school and working toward academic goals. When people commit to a discipline, or routine, they do so because they believe that the end result is worth the dedication and time. From a relational standpoint, choosing commitment through marriage has healthy life benefits. This section provides the students with data and research about the characteristics of a healthy marriage, allowing each to evaluate the personal benefits of life-long, committed love. If students desire to be married in their future, the lessons presented will equip them with resources to consider when evaluating this option.



Lesson: The Measure of My Commitment 275
Handout: Commitment Grows When 277
Lesson: Cohabitation Defined 279
Worksheet: Marriage vs. Cohabitation Quiz 281
Answer Key: Marriage vs. Cohabitation Quiz 282
Worksheet: Asking Why? 283
Lesson: Finding the Love of My Life 285
Handout: Opposites Attract, But Similarities Hold You Together 287
Worksheet: Compatibility Checklist 288
Handout: Thanks for Asking 290
Handout: The Eight Essential Characteristics of a Healthy Marriage 293
Lesson: Dreaming of the Future 295
Worksheet: The Wedding of My Dreams 297
Worksheet: A Couple's Wedding Budget 298
Worksheet: A Couple's Living Budget 299
Lesson: Marriage: It's Good Stuff 301
Handout: The Good Stuff of Marriage 303
Handout: Why Marriage Matters 304
Lesson: Mock Wedding Ceremony 305
Worksheet: Wedding Traditions 307

The Measure of My Commitment

OBJECTIVES

up to 10 min

- Students will be able to describe the concept of commitment.
- Students will articulate at least 2 things they are committed to.
- Students will be able to articulate strategies to honoring their commitment, even when they meet resistance or struggles.

MATERIALS

- *Handout: Commitment Grows When* on page 277

STEP BY STEP

1. Ask students to define the word commitment.
2. Write down their responses.
3. Ask the students: "Do we understand the real meaning of commitment?" Then give them this analogy: "Put your head underwater and keep it there for a while. You will soon realize that you are 100% committed to breathing. Notice that you do not make excuses not to breathe. Notice that you do not worry about motivating yourself to breathe. Notice that you do not need to justify your desire to breathe. You just breathe. Commitment is action. No excuses. No debate. No lengthy analysis. No whining about how hard it is. No worrying about what others might think. Just breathe. What if something gets in the way of your commitment? What would you do if someone tried to prevent you from breathing?"
4. Another definition of commitment can be described as "persistence with a purpose."
5. Ask the students to yell out what they might be committed to.
6. Place what they say on the board.
7. When all the sharing is complete, ask the students to think about what they are committed to:
   - Getting up at the same time each day?
   - Brushing their teeth each morning?
   - Getting enough sleep?
   - A daily grooming routine?
   - Eating healthy foods?

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- Being kind to their friends and classmates?
- Only engaging in healthy behaviors?
- Paying attention in class?
- Doing their homework?
- Being respectful to their teachers and parents?
- Strategies and behaviors that will assist them in getting to a positive future?
- Practicing a skill, talent, sport or musical instrument?

8. Have a class discussion about these commitments and the items listed on the board.
9. Ask the students how to practice the concept of commitment.
10. Add to the discussion how one might honor commitments, even when it is a struggle. What is needed to overcome struggles?
11. Distribute the *Commitment Grows When* handout, and discuss.

EDUCATOR NOTE

Look for videos or stories about commitment before the lesson begins, then share them with the class.

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Commitment Grows When

HANDOUT

Commitment grows when people

- Work together
- Feel successful at what they do
- Make decisions together
- Work through conflicts
- Support one another's leadership
- Have fun and play together
- Overcome obstacles
- Hold each other to high principles
- Appreciate and respect one another
- Challenge one another to take the next step
- Build relationships
- Experience a victory together
- Learn from mistakes and setbacks
- See their leaders model commitment
- Expect nothing less
- Do not make excuses
- Are dedicated to an outcome
- Persevere

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A Couple's Living Budget

WORKSHEET

Apparel
_____ Work Clothing
_____ Casual/Sport Clothing
_____ Cleaning/Laundry

Entertainment
_____ Activities
_____ Books
_____ Concerts
_____ Magazines
_____ Movies
_____ Music
_____ Photos

Food
_____ Groceries
_____ Eating Out

Giving
_____ Charitable Donations

Health
_____ Medical Insurance
_____ Doctor/Hospital Bills
_____ Dental
_____ Optical
_____ Medications
_____ Gym Memberships

Housing
_____ Furniture
_____ Housing Repairs
_____ Mortgage
_____ Rent

Insurance
_____ Auto
_____ Disability
_____ Life
_____ Homeowner's/Renter's
_____ Medical

Personal
_____ Child Care/Baby Sitting
_____ Gifts
_____ Hair Care/Products
_____ Household Items
_____ School Loans
_____ Vacation
_____ Other Miscellaneous

_____ Savings
_____ Education
_____ Emergency Fund
_____ Retirement

Taxes
_____ Federal
_____ State
_____ Property

Transportation
_____ Car Payment #1
_____ Car Payment #2
_____ Gas and Oil
_____ Repairs & Tires
_____ Registration and Taxes

Utilities
_____ Cable
_____ Electricity
_____ Gas
_____ Internet
_____ Phone
_____ Trash
_____ Water

_____ Other
_____
_____

_____ **TOTAL INCOME**
_____ **TOTAL SPENDING**
_____ **TOTAL BALANCE**

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Marriage: It's Good Stuff

OBJECTIVE

To help students understand the benefits of marriage.



MATERIALS

- *7 pieces of large paper*
- *Markers*
- *Handout: The Good Stuff of Marriage on page 303*
- *Handout: Why Marriage Matters on page 304*

STEP BY STEP

1. On separate pieces of flip chart paper, write down each of the following headings:
   - Benefits of Marriage to Adults
   - Benefits of Marriage to a Child
   - Benefits of Marriage to a Family
   - Benefits of Marriage to a Community
   - Benefits of Marriage to a Society
   - Benefits of Marriage to One's Health or Well-Being
   - Benefits of Marriage to Your Economic Status
2. Have the class divide up into 7 groups, and give 1 sheet of the flip chart paper and 1 marker to each group.
3. Ask students to brainstorm and write down the benefits of marriage that pertain to the heading on their sheet. Allow the groups about 2 minutes to complete the task.
4. When the 2 minutes have expired, rotate all pages clockwise so that each group has a new heading to brainstorm about. Give the groups another 2 minutes to brainstorm. Then rotate the pages clockwise again.
5. Repeat the previous step until all 7 groups have had a chance to brainstorm on each of the 7 headings.

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6. Hang the sheets on the wall, and discuss the results of the brainstorming.
7. Process the information listed by students, and add the benefits of marriage in each category as needed during classroom discussion.
8. Distribute *The Good Stuff of Marriage* and *Why Marriage Matters* handouts and discuss the material.

EDUCATOR NOTE

Please be aware of and sensitive toward diverse family structures.

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The Good Stuff of Marriage

HANDOUT

1. Marriage increases the likelihood that parents have connected and loving relationships with their children.
2. Cohabitation is not the functional equivalent of marriage.
3. Growing up outside an intact marriage increases the likelihood that children will themselves divorce or become unwed parents.
4. Marriage is virtually a universal human institution.
5. Marriage and normative commitment to marriage, fosters high quality relationships between parents and children.
6. Marriage has important positive, biosocial consequences for adults and children.
7. Divorce and non-marital childbearing increase poverty for both children and mothers.
8. Married couples seem to build more wealth on average than singles or cohabiting couples.
9. Healthy marriages appear to reduce poverty and material hardships for disadvantaged women and their children.
10. Minorities benefit economically from marriage.
11. Married men earn more money than do single men with similar education and job history.
12. Parental divorce (or failure to marry) appears to increase children's risk of school failure.
13. Parental divorce may reduce the likelihood that children will graduate from college and achieve high-status jobs.
14. Children who live with their own two married parents enjoy better physical health, on average, than do children in other family forms.
15. Parental marriage is associated with a sharply lower risk of infant mortality.
16. Marriage is associated with reduced rates of alcohol and substance abuse for both adults and young people.
17. Married people, especially married men, have longer life expectancies than do otherwise similar singles.
18. Marriage is associated with better health and lower rates of injury and disability for both men and women.
19. Marriage seems to be associated with better health among minorities and the poor.
20. Children whose parents divorce appear to have higher rates of psychological distress and mental illness.
21. Divorce appears to significantly increase the risk of suicide.
22. Married mothers appear to have lower rates of depression than do single or cohabiting mothers.
23. Boys raised in single-parent families are more likely to engage in delinquent and criminal behavior.
24. Healthy marriages appear to reduce the risk that adults will be either the perpetrators or the victims of crime.
25. Married women appear to have a lower risk of experiencing domestic violence than do cohabiting or dating women.
26. A child who is not living with his or her own two married parents is at greater risk for child abuse.

Why Marriage Matters, Second Edition Twenty-Six Conclusions from the Social Sciences

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Why Marriage Matters

HANDOUT

HEALTHY* MARRIAGES VS UNHEALTHY MARRIAGES

(and fractured or never married families)

Social Health

Better Health - Physical & Mental
Less Injury, Illness, Disability
Longer Life
Children Physically Healthier
Children Emotionally Healthier
Lower Infant Mortality
Lower Child Abuse
Lower STD Rates

Children's Achievement

Greater Overall Success in School
Better Reading Abilities
More Likely to Attend College
More Likely to Get High Status Job
More Likely to Marry
Less Likely to Divorce When Married

Overall Social Impact

Better Parent/Child Relationship
Lower Crime Rates
Lower Domestic Violence
Lower Student Pregnancy
Lower Juvenile Delinquency
More Educated Citizens
Higher Home Ownership
Higher Property Values
Higher Income and Savings

Social Health

Higher Student Alcohol/Drug Rates
More Domestic Violence
More Sexual Assault
Students More Sexually Active
Students More Likely to Smoke
Students More Likely to Use Drugs
Greater Overall Violence
Higher Stepparent/Other Sexual Abuse
Greater Depression
Higher Rates of Suicide

Children's Achievement

More Likely to Repeat a Grade
More Likely to Be Expelled
More Likely to Have Developmental Problems
More and Worse Social Problems
Lower Reading, Spelling & Math Scores
Low Self-Confidence & Self-Esteem
Difficulty with Peer Pressure Relationships
More Likely to Drop Out of School

Overall Social Impact

Increased Non-Marital Pregnancies
Higher Delinquency & Crimes
Higher Risk of Being Crime Victim
More Violent Crimes
More Students Carrying Weapons
More Crimes Leading to Jail
Increased Need for Social Services
Higher Risk of Poverty

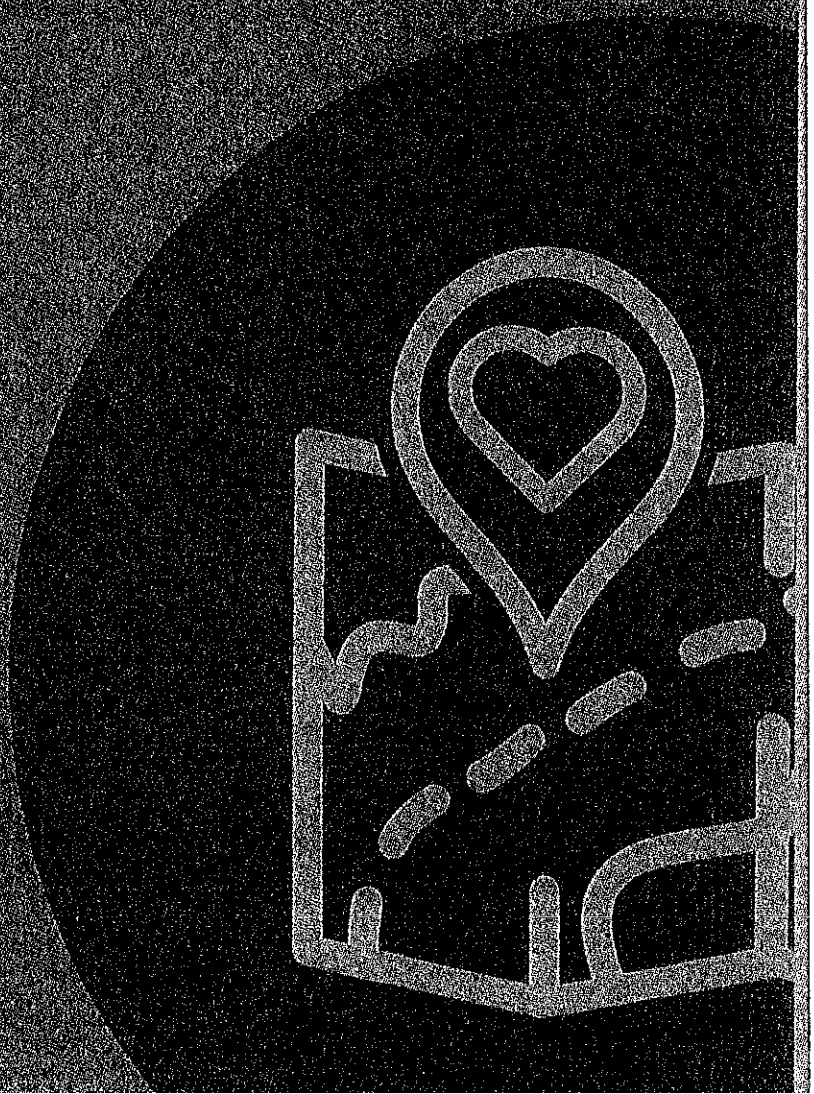
Why Marriage Matters, Second Edition Twenty-Six Conclusions from the Social Sciences

* Please note a healthy marriage is defined by two partners committed to loving and respecting one another in a mutually exclusive bond. These outcomes do not apply to marriage in general, but rather, to healthy marriages.

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8 Leadership and Job Readiness

Competition in the job market can be tough, but learning relationship skills early can set the stage for students to gain an edge. This section helps students apply principles of leadership and character, learned throughout REAL Essentials Advance, to the corporate setting. Companies look for employees with solid relationship skills to create teams that work well together and can accomplish more in a positive social climate. Lessons will encourage intentional strategies for strengthening leadership skills, making a good impression, and nailing the interview process.



Lesson: What Is a Leader? 311
Handout: What Is a Leader? 313
Lesson: Employment Readiness 315
Handout: Employment Readiness 317
Do you Want a Job or a Career? 317
Handout: Interviewing Skills 318
Handout: How to Keep a Job 321
Lesson: Concentric Circles Interview Practice 323
Concentric Circles Interview Practice Statements 325

What is a Leader?

OBJECTIVES



- Students will be able to identify characteristics of leadership.
- Students will be able to identify things that leaders do.
- Students will be able to identify ways to become a leader right where they are.

MATERIALS

- *Flip chart paper and markers*
- *Handout: What is a Leader? on page 313*
- *Prepare beforehand by finding videos, stories or news clips that highlight the concept of leadership*

STEP BY STEP

1. Ask the students to define the word leader or the concept of leadership.
2. Ask students what a leader does.
3. Showcase leadership in a story, video or news clip.
4. Get the students in groups of 4-6 students.
5. Each group should have a piece of flip chart paper and markers.
6. Assign each group at least 2 leadership attributes listed on the *What is a Leader?* handout.
7. Have students discuss and write down the description of the attribute.
8. Have students brainstorm how they can be a leader and do the things that leaders do right where they are.
9. Have each group report what they discussed and learned.
10. If you hear students talking about obstacles or struggles in becoming a leader right where they are, brainstorm strategies to affect the obstacles.



EDUCATOR NOTE

Explore leadership on Ted talks, YouTube, and movie clips to give students visual examples of what leadership looks like in action.

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What is a Leader?

HANDOUT

What is a Leader?

The word leader is defined as: A person who leads or commands a group, an organization, or a country; someone who is followed by others. Synonyms for a leader include: chief, guide, director, or captain.

Use this definition to think about someone you would consider a leader in your life.

What Do Leaders Do?

- Provide clear vision and direction
- Set and celebrate goals
- Identify problems openly
- Make it safe for people to speak up
- Articulate challenges, both positive and negative
- Build trust
- Solve problems creatively
- Command, not demand, respect
- Are decisive
- Communicate expectations
- Challenge people to do their best
- Are accountable to others
- Lead by example
- Measure and reward performance
- Provide continuous feedback
- Recognize gifts, talents and differences in people and deploy accordingly
- Ask questions and seek wise counsel
- Problem solve, make things happen, plan and execute
- Remain positive
- Teach effectively
- Invest in relationships
- Enjoy responsibility and challenges
- Are committed to excellence
- Stand out from the crowd
- Persevere

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Employment Readiness

OBJECTIVES



- Students will demonstrate the ability to write a resume.
- Students will articulate compelling answers to frequently asked interview questions.
- Students will demonstrate job readiness by identifying and modeling interviewing behaviors and skills.
- Students will identify at least six behaviors and skills to enhance and maintain employment.

MATERIALS

- *Flip chart paper and markers*
- *Handout: Employment Readiness Do you want a Job or a Career? on page 317*
- *Handout: Interviewing Skills on page 318*
- *Handout: How to Keep a Job on page 321*

STEP BY STEP

1. Ask the students to get in groups of 3-4 students.
2. Distribute a piece of flip chart paper and a marker to each group.
3. Have the group select a recorder and reporter.
4. Ask them to outline what kinds of characteristics, skills or character an employer might be looking for in a new employee.
5. Ask each group to share their findings.
6. Distribute the *Employment Readiness Do you want a Job or a Career?*, *Interviewing Skills*, and *How to Keep a Job* handouts.
7. Review the content of each handout, and discuss.
8. Ask the students to create a file for these documents so they are able to review them often.

MAKE AN IMPACT

Ask students to research information about the power of a handshake, and discuss findings from various studies on this issue.

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Employment Readiness

Do you want a Job or a Career?

HANDOUT

10 Steps for Writing a Resume

1. **Find a job for your resume**
   Think about what job you are writing this resume for. Tailor and customize it to the job.

2. **Outline and identify keywords for your resume**
   Recruiters and employers search for keywords, so you need to put them in your resume if you want to be found.

3. **Choose a resume format, style and template**
   There are many examples if you search online.

4. **Resume heading name, contact information**
   Create your resume heading with your full name and the best way to contact you. This typically includes both a phone number and an email address.

5. **Write a resume job objective**
   Customize this to meet the objectives of what the job entails and requires.

6. **Summarize your qualifications**
   Add gifts, talents, education, and experience.

7. **List work experience**
   Be sure to include previous jobs you have had. Even basic work experience is valuable.

8. **Write your achievement statements**
   Achievement statements tell the employer you are worth hiring or at least interviewing for the job.

9. **List your education**
   If you have not completed school yet, list your goals and your intended timeline to complete your education.

10. **List community service, civic engagement, and school involvement**
    Potential employers like to see that you are willing to help others in need.

How to Write a Resume, Susan Ireland

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Interviewing Skills

HANDOUT

Common Interview Questions

Here are some frequently asked questions and tips on answering them. Remember to be prepared! Practice answering these questions with a friend prior to your interview.

1. **Tell me about yourself.** Answering this gives the interviewer insight into how you may fit into the organization. Do not talk about personal information. If you are unsure what information the interviewer is interested in, you could ask, "Are there any areas in particular you'd like to know about?"
2. **Briefly describe your professional experience and background.** The interviewer is trying to learn about who you are in the context of work.
3. **What is your biggest weakness?** Choose something that is not a major flaw or negative characteristic, you do not want to shock the interviewer or make them think you are not a good candidate for the job. Most importantly, do not say something negative about yourself and leave it at that, turn it into a positive! Describe how you were able to overcome this weakness and a positive way the situation turned out. Show that you have grown as a person, and how a slightly negative characteristic is now a positive attribute that you can bring to this new position. Whenever possible, use specific situations from your life to illustrate your point.
4. **What is your biggest strength?** Be prepared to share things that are measurable and that you can put into context. For example: 'I am incredibly efficient. For my final semester project, last May, I turned each portion I was assigned in before the due dates.
5. **How will your strengths help you do well with this company?** This is not an opportunity to brag. Instead, you need to describe why you are the best person for the job. Give a specific example of what your strengths, have helped you accomplish in past work roles, and how they will be beneficial to your performance if you get this job.
6. **Where do you hope to be five years from now?** Bottom line, the interviewer wants to know that you want to work for them. They do not want to hear that you plan on going to another company or field of work. Even if you do plan on keeping your options open, this may turn the interviewer off. Instead, focus your answer on new skills you hope to learn and master, and how you plan to use them in order to benefit the business' goals. Even if you want to get another job later on, do not say something like, "I want to work here to gain experience to someday open my own business."

- Give a firm handshake
- Sit up straight
- Use eye contact
- Dress in more formal, clean and ironed apparel
- Engage in polite conversation (Being more formal than you are with your friends)
- Ask relevant questions
- Answer questions in a complete yet concise manner
- Use specific examples to illustrate points
- Send a "Thank you" letter or email to the interviewer after your interview
- Do not control the interview
- Do not bring up salary or benefits
- Do not act too serious or nervous
- Do not let your discouragement or disappointment show
- Do not look at your watch or the clock repeatedly

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Interviewing Skills

HANDOUT

7. **What is your greatest accomplishment?** Be sure to give specific examples from school and your community including how you overcame obstacles and of leadership opportunities you experienced. This gives the interviewer a better understanding of this accomplishment. If you just graduated from high school, college or tech school, describe an accomplishment from your school work, part-time job, internship or extra-curricular activities.
8. **Why do you want to work for this company?** You always want to do research on the company before the interview. This is where your research on the company will be helpful. Perhaps they are innovative in a specific field and that is what makes you want to join the team. What are their goals, and how can your skills and past experiences help achieve them? Give specific reasons, don't speak in generalities.

The following are some additional questions that might come up in an interview:

1. How would you describe yourself?
2. Describe your work style.
3. Do you work well with other people?
4. Do you take work home with you?
5. How many hours do you normally work?
6. How would you describe the pace at which you work?
7. How do you handle stress and pressure?
8. What motivates you?
9. Are you a self-motivator?
10. What do you find are the most difficult decisions to make?
11. Why did you choose to interview with this company?
12. What has been the greatest disappointment in your life?
13. What are you passionate about?
14. What are your pet peeves?
15. What do people most often criticize about you?
16. What is the worst thing that you have ever gotten away with?
17. When was the last time you were angry? What happened?
18. If you could relive the last 3 years of your life, what would you do differently?
19. If the people who know you were asked why you should be hired, what would they say?
20. Do you prefer to work independently or on a team?
21. What type of work environment do you prefer?
22. How do you evaluate success?
23. If you know your boss is 100% wrong about something, how would you handle it?

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Interviewing Skills

HANDOUT

24. Describe a difficult work situation/project and how you overcame it.
25. Describe a time when your workload was heavy and how you handled it.
26. What interests you about this job?
27. What applicable attributes/experience do you have?
28. Are you under or overqualified for this job?
29. What can you do for this company?
30. Why are you the best person for the job?
31. Why do you want to work here?
32. What challenges are you looking for in a position?
33. What can you contribute to this company?
34. What do you see yourself doing within the first 30 days on the job?
35. What would you do if you found out the company was doing something illegal?
36. Are you willing to travel?
37. What is good customer service?
38. How long do you expect to remain employed with this company?
39. Is there anything I haven't told you about the job or company that you would like to know?
40. What are you looking for in your next job? What is important to you?
41. Where do you see yourself 5 years from now?
42. What are your goals for the next five years/ten years?
43. How do you plan to achieve those goals?
44. What are your salary requirements - both short-term and long-term?
45. What are your career goals?
46. What will you do if you don't get this position?

Questions for you to ask during an interview:

1. How would you describe your management style?
2. What is the team's biggest challenge?
3. From what you know about me so far, do you think I would fit in with the team culture?
4. What were some of the qualities you wanted to hear more about after seeing my resume?
5. When do you expect to fill this position?
6. What is your process for training and developing employees?
7. Does the company have any partnerships or projects that support the local community?
8. What are the next steps in the hiring process?

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How to Keep a Job

HANDOUT

Once you get the job, the next task is to be sure you keep it.

1. **Be on time.** Be on time for work, returning from breaks, going to meetings, or turning in assignments.
2. **Dress appropriately.** Always utilize good grooming habits, and follow company dress code.
3. **Notify your boss if you will be late or absent.** If it is appropriate, communicate your absence with a phone call or email, and be sure to give as much notice as possible.
4. **Give your best.** Finish assignments, and meet or exceed expectations.
5. **Anticipate needs.** Be proactive, not reactive.
6. **Have a positive attitude.** A "can do" spirit goes a long way.
7. **Ask for help when needed.** Know your limitations.
8. **Avoid backstabbing or office gossip.** Always be respectful.
9. **Be a team player.** Look for opportunities to serve customers and co-workers.
10. **Be a leader.** Look for opportunities to show that you can be trusted.
11. **Avoid criticizing your boss or the company.** It is easy to find things wrong with others. It is much harder, but more rewarding, to find constructive ways to deal with problems. Employees who are known for their good attitude and helpful suggestions are the ones most often remembered during performance evaluation and raise review time.
12. **Volunteer for trainings and new assignments.** Take a close look at people in your organization who are "moving up". Chances are, they are the ones who have shown themselves willing to do undesirable assignments or take on new responsibilities.
13. **Be a good team member.** Put the team and the company first.
14. **Try to avoid ever saying "that's not my job."** Distinguish yourself. Pick out one or more things in your job to do better than anyone else. Become known as the "go-to" person for such things. That will help managers remember you favorably at times when you really need to be remembered.

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Concentric Circles
Interview Practice

OBJECTIVES

- Students will be able to articulate the importance of body spacing in the relationship development process.
- Students will be able to articulate the importance of good hygiene in building relationships.
- Students will be able to describe appropriate responses in regard to employment issues.

MATERIALS

- *Concentric Circles Interview Practice Statements on page 325*

STEP BY STEP

1. Divide the class up into two groups.
2. Ask the first group to get into a circle.
3. Once they have formed a complete circle, ask them to turn 180 degrees, so they are now in a circle, but all facing outward.
4. Instruct the second group to form a larger circle around the first group. This should position students face to face all the way around.
5. Ask the inner circle students to answer an open-ended statement, from the *Concentric Circles Interview Practice Statements* with the first honest answer that comes to mind.
6. After allowing the inner circle of students to state their answers to the students facing them in the outer circle, ask the outer circle of students to complete the open-ended statement with the first honest answer that comes to their mind.
7. After both groups have answered the question, ask the outer circle to rotate in a clock-wise direction so that each outer circle student is now facing the student that was to the left of the student they previously interacted with. The inner circle stays put.
8. Repeat the procedure, this time using the next open-ended statement from the *Concentric Circles Interview Practice Statements*. Continue rotations until members of the inner circle have interacted with every student in the outer circle.

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9. Arrange the class into a single large circle, and ask for volunteers to share what they learned about their classmates.
10. Ask about and discuss:
    - Spacing: Was it comfortable to be so close?
    - Eye Contact: Did you make it and keep it?
    - Handshake: See *The Power of a Handshake* worksheet on the Customer Resource Page.
    - Conversational Flow: Was it hard or easy to keep talking?
    - Hygiene: What does hygiene have to do with the interview process?

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Concentric Circles

Interview Practice Statements

- If I were to get a job interview, I would...
- If I were told to take on an extra project for my boss, I would...
- If I were to get a job, the first day on the job, I would...
- For me, working means...
- If I were the president of a company, I would...
- If I could choose my dream job and career, it would be...
- If I had to start at the bottom rung of the employment ladder, I would...
- If I started working and really disliked my boss, I would...
- When I get my first job, I am going to...
- I think the perfect office includes...
- I think working overtime is...
- The way I would dress in order to get a job is...
- The way I would get to work on time every day is...
- If I had a conflict with one of my coworkers, I would...
- If I missed my wakeup call and arrived late to work, I would...
- If I felt unfairly treated at work, I would...
- To me, dressing for success means...
- In order for me to keep my job, I should...

Have your students add their own open-ended statements to this list.

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